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EXAMINATION PAPERS

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1892

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MATRICULATION EXAMINATION, 1891.

TUESDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH TEXT.

I. 1. Give, in your own words, Roderick Dhu's justification of his robber life.

2. How did the Peri first learn that she had at length found "the gift that is most dear to heaven"?

II. 1. By whom and under what circumstances were the following words spoken:—"If it please God I should survive, I will never fight in the same field with boys again!"

2. "The sound of our guns had scarcely died away in the distance, when we distinctly heard a louder report in the direction of Cape Disappointment, followed at brief intervals by six others." To what incident do these words refer?

III. 1. Paraphrase:—

(*a*) I thank thee, Roderick, for the word!
It nerves my heart, it steels my sword;
For I have sworn this braid to stain
In the best blood that warms thy vein.

(*b*) Have down, have down, my merry men all—
Have down unto the plain;
We'll let the Scottish lion loose
Within the fields of Spain!

(*c*) In good faith I rejoice that I have given the devil a foul fall; because I have with those lords gone so far that without great shame I can never go back.

2. Point out and name *one* figure of speech in each of the following extracts, and give the meaning of the first passage without figure:—

(*a*) Still laughs the radiant eye of Heaven,
Nor have the golden bowers of Even
In the rich West begun to wither.

(*b*) Thinking that the cross was an ornament to the crown, and much more to the coronet, he satisfied not himself with the mere exercise of virtue, but sublimated it, and made it grace.

3. Explain:—(*a*) soldier matins, (*b*) carpet knight, (*c*) tearless rainbows, (*d*) a thousand spears in rest, (*e*) laconic terms, (*f*) to weigh anchor.

IV. 1. Explain the allusions in the following:—

(*a*) The enchanted pile of that lonely bird
Who sings at the last his own death-lay.

(*b*) While memory
Flew o'er the dark flood of his life,
Nor found one sunny resting-place,
Nor brought him back one branch of grace.

(*c*) Our own true Maximilian the cornet white hath ta'en.

2. Write short notes on:—(*a*) Elizabeth's two favourite earls, (*b*) a truly Christian Antigone, (*c*) daughter of three mighty lakes, (*d*) Portobello's ruin, (*e*) the army of the League, (*f*) Bothwell banks.

3 Show briefly the appropriateness of the italicised epithets in the following.—(*a*) Along Benledi's *living* side; (*b*) Land of the Sun! what foot invades thy *pillared* shades; (*c*) the broad sun hangs over *sainted* Lebanon; (*d*) the king's white, silent, *snowy* funeral in the dismantled St. George's Chapel

V. 1. Write the following passage in prose order:—

Fair as the earliest beam of eastern light,
When first, by the bewilder'd pilgrim spied,
It smiles upon the dreary brow of night,—
Fair as that beam, although the fairest far,
Giving to horror grace, to danger pride,
Shine martial Faith, and Courtesy's bright star,
Through all the wreckful storms that cloud the brow of War.

Describe the metre of the stanza in which these lines occur.

2. Bring out the meaning of the italicised prepositions:—

(*a*) The night before his execution he wrote to her a letter *with* a piece of charcoal, *with* tender remembrances to all the family.

(*b*) *With* all our exertions the change came sooner than we had calculated on it.

(*c*) We now began to plan the arrangements needful *for* adapting our discovery to its destined use, and with the usual effects of novelty the majority were *for* the abandonment of Falcon's Nest *for* the cave.

VI. 1. Give the antecedent of *who* in (*a*), the predicate of the portion in italics in (*b*), the clauses joined by each of the italicised conjunctions in (*c*):—

(*a*) *Who* spills the foremost foeman's life,
His party conquers in the strife.

(*b*) What sought they thus afar?
Bright jewels of the mine?

(*c*) I never liked your manner better *than when* you kissed me last.

2. Parse fully the words in italics:—

(*a*) The spears of Spain came *shivering* in.

(*b*) Then, each heart with fear *confounding*,
A sad troop of ghosts appeared.

(*c*) She was sent for to the Council and accused of the *stealing* of her father's head.

(*d*) I set to work on the construction of a *weaving* machine.

3. Give the construction of the subordinate clauses in the following:—

(*a*) There's a drop . . of so healing a power,
So balmy a virtue, that even in the hour
That drop descends, contagion dies.

(*b*) Oh! that in this rolling ocean
I had cast them with disdain.

VII. 1. Recast the following sentences, changing them as directed:—

(*a*) *It* was after King Charles raised his standard at Nottingham, that *it* became evident the Parliamentary party intended to interrupt his march.—*Omit the italicised pronouns.*

(*b*) Roderick said to Fitz-James,
"Thy secret keep, I urge thee not;
Yet ere again ye sought this spot,
Say, heard ye nought of Lowland war,
Against Clan-Alpine raised by Mar?"
Use the indirect form of speech.

(*c*) Nothing in Nature's aspect intimated
That a great man was dead.
Change into a simple sentence.

2. Correct the following sentences:—

(*a*) The fallen crystals had evidently been recently detached, and were no doubt occasioned by the means employed by us for getting rid of the foul air of the cave.

(*b*) The floor was strewn in part with a fine white earth, which, after examining I became convinced must be fuller's earth.

TUESDAY, 15TH DECEMBER, 2 TO 5 P.M.

ENGLISH LANGUAGE

I. Paraphrase:—

I may not tell what ills o'er Edmund passed,
Enough to say that fortune smiled at last
In the far land where the broad Ganges rolls,
Where Nature's bathed in glory.
There now we find him, honoured, trusted, loved,
For from the humblest stations he had proved
Faithful in all, and trust on trust obtained,
Till, if not wealth, he independence gained—
Earth's noblest blessing, and the dearest given
To man beneath the sacred hope of heaven.
And still as time on silent pinions flew,
His fortunes flourished and his honours grew.

II. 1. Distinguish between the meanings of the following pairs of words, and use each word in a complex or compound sentence to bring out clearly the meaning:—momentous, momentary; quite, quiet; luxurious, luxuriant.

2. Recast the following sentences, using in each the *adjectival* form of the nouns italicised:—(*a*) The barrister had sufficient *ingenuity* to see a *fallacy* in the argument.

(*b*) Any man of *sense* could perceive how great a *fraud* he had perpetrated.

III. 1. State the nature of the italicised phrase in each of the following sentences, and change it into a clause:—(*a*) *But for an accident* they would have reached their destination. (*b*) *To the surprise of all* he was acquitted of the main charge.

2. Insert appropriate prepositions in the following spaces:—Though much averse——the proposal, and though resolved to abide——the decision arrived at——long delay, he yet was willing to concur——the President's suggestion. But though he concurred——the President, and deferred——his long experience, he could not desist——the attempt to press——a definite decision on the point.

3. Expand the italicised words in the following into *adverbial* clauses, using the proper conjunctions:—(*a*) The *skilled* workman succeeded in solving the problem. (*b*) He undertook to reward only *willing* service. (*c*) The *swift* hare was beaten by the *slow* tortoise.

IV. Write the following sentences, making the required changes:—

(*a*) I wish I were able to do this. [*Use the verb 'like' instead of 'wish'.*]

(*b*) It is better to live in the country than to live in the town. [*Use 'preferable' instead of 'better'.*]

(*c*) Every piece of work he attempted was done well. [*Express the idea contained in the above using the negative.*]

V 1. Analyse into clauses, stating the kind and construction of each clause:—Strange as it may appear, it is absolutely certain, should all the circumstances be taken into account, that the man who carried on his work so languidly that he gave offence to everybody, was better suited for the post than one gifted with restless energy.

2. Combine into one complex sentence, making 'drove up' the principal verb:—I was leaning on the gate. I was doing this at sunset. A carriage drove up. The carriage contained a gentleman. The gentleman was middle-aged.

VI. The following conversation took place between Gesler the Governor, William Tell, and his son Walter. Write it in indirect speech as if reported afterwards to a stranger by Tell *in the first person*.

"Father!" cried Walter, clapping his hands with joy, "did you want me?"

"How could your mother let you come?" murmured Tell.

"She was not at home," replied Walter. "Only my brothers and sisters were with me, and they were all very jealous of me, they said you loved me best."

Gesler at last said to the attendants, "Fasten the child to that tree."

"For what?" cried Tell

"To prove," said Gesler, "that there are men in my guard who can shoot as well as you."

VII. Write the following sentences correctly :—

(*a*) The prisoner's story is as long, though his speaking is more rapid than the other prisoner.

(*b*) I have already, and I do again assert that either the workman or the servant that kept the keys were in the wrong.

(*c*) As I am unwell, so I am unable to attend school, and I request you to excuse me of my absence

VIII Write the following without using any figurative language :—

(*a*) The sun has drunk the dew that lay upon the morning grass.

(*b*) Vesuvius' fount of fire out-gushing drowned the cities on his steeps.

IX. Parse fully the words italicised :—After *writing* to his father and spending a *little* of his short time in thought, he was led forth to execution, and immediately shot *dead*. The sailor was reprimanded for letting the rope *go*.

X. As an exercise in composition, write about two pages describing "A bazaar in an Indian town or village."

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. Explain fully the following passages in English :—

1. नृपदीपो धनस्नेहं प्रजाभ्यस्संहरन्नपि ।
अन्तरस्थैर्गुणैश्शुभ्रैर्लक्ष्यते नैव केनचित् ॥

2. वज्रलेपस्य मूर्खस्य नारीणां कर्कटस्य च ।
एको ग्रहस्तु मीनानां नीलीमद्यपयोर्यथा ॥

3. धर्मं चरामि सुश्रोणि न धर्मफलकारणात् ॥

4. धर्मवाणिज्यको हीनो जघन्यो धर्मवादिनाम् ॥

5. कर्मभिश्चिन्तितो लोकः गत्यां गत्यां पृथग्विधः ॥

6. नेशे बलस्येति चरेदधर्मम् ॥

7. ब्राह्मण्यनुपमा दृष्टिः क्षात्रमप्रतिमं बलम् ॥

II. (*a*) Analyse the following compound words :

वज्रलेपस्य - नीलीमद्यपयोः - परहितव्यापारयुक्तात्मनाम् - स्खलितान्तरेषु - अंबुपतेः.

(*b*) Explain the allusions in the following :

1. नाध्यगच्छद्बलिर्लोके तीर्थमन्यत्र वै द्विजात् ॥

2. शत्रून् हंति स एकोऽपि क्षत्रियान् भार्गवो यथा॥

3 असतां सङ्गदोषेण साधवो यान्ति विक्रियाम् ।
दुर्योधनप्रसंगेण भीष्मो गोहरणे गतः ॥

(*c*) Give the correct meaning of the underlined words in the following :

1. न श्रेयस्सतां तेजः न नित्यं श्रेयसी क्षमा ॥

2. तस्मात्तेजसि कर्तव्यः क्रोधो दूरे प्रतिष्ठितः ॥

3. तपश्च ब्रह्मचर्यं च यज्ञस्स्वाध्याय एव च ।
दानमार्जवमेतानि यदि स्युरफलानि वै ॥

4. भूशय्या ब्रह्मचर्यं च कृशत्वं लघु भोजनम् ।
सेवकस्य यतेर्यद्वद्विशेषः पापधर्मजः ॥

III. (*a*) नाहि तेऽध्यगमन् जातु तदानीम् नाद्य भारत ।
धर्मात् प्रियतरं किंचिदपिचेज्जीवितादिह ॥

Re-write the above *Sloka* in prose-order, and translate it clearly so as to bring out its full meaning.

(*b*) Give the meanings in which the following words occur in your text :—

भव - अभव - अनुभाव - प्रभाव - अभाव - सत्यसंगर - अजातशत्रु - आयसहृदय - अकस्मात् - प्रायोपवेशन - श्रृङ्गवृद्धि - दस्यु - इतिहास - नास्तिक्य - देवपाद.

IV. 1. Give the *aorist* (लुङ्), perfect (लिट्), imperfect (लङ्), third person, singular forms of इ (to go), गम् (to go) श्वस् (to breathe), and अस् (to be).

2. Give the second person, singular, imperative (लोट्) of शास् (to rule), नी (to lead), दा (to give), रुद् (to cry).

3. Give the past passive participle and infinitive of purpose of भिद् (to break), गुह् (to hide), वच् (to speak), वह् (to bear).

4. Write down the nominative singular and accusative plural forms of वृत्रहन्—श्वन्—पथिन्—सखि; the instrumental, singular of दधि—रै—युवन्—पति—तिर्यच्—ऋभुक्षिन्, and the comparative and superlative forms of उरु—गुरु—बहु—स्थूल.

5. Combine the following according to the rules of *Sandhi*.

सखे + उच्यताम्. श्रियै + औत्सुक्यम्.

रामः + अर्च्यः. पुनः + रमते.

कृष्णः + सुभद्राम् + अर्जुनाय + अदात् + हि.

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

I. Translate into English :—

1. तन्मया गृहागतेन बुभुक्षया पीड्यमानेनापि त्वत्सकाशाद्भोजनं लभ्यम् । तन्न त्वयैकाकिन्यास्य भूपते रक्तभोजनं कर्तुं युज्यते । तच्छ्रुत्वा मन्दविसर्पिण्याह । भो मत्कुण अस्य नृपतेर्निद्रावशं गतस्याहं रक्तमास्वादयामि पुनस्त्वमग्रिमुखश्चपलश्च । तद्यदि मया सह रक्तपानं करोषि तत्तिष्ठ । अभीष्टतररक्तमास्वादय । सोऽब्रवीत् । भगवति एवं करिष्यामि।

यावत्त्वं नास्वादयसि प्रथमं नृपरक्तं तावन्मम देवगुरुकृतः शपथः स्याद्यदि तदास्वादयामि । एवं तयोः परस्परं वदतोः स राजा तच्छयनमासाद्य प्रसुप्तः । अथासौ मत्कुणो जिह्वालौल्योत्कृष्टौत्सुक्याज्जाग्रतमपि तं महीपतिमदशत् ॥

2 उपेक्षितः क्षीणबलोऽपि शत्रुः प्रमाददोषात्पुरुषैर्मदान्धैः । साध्योऽपि भूत्वा प्रथमं तद्वोऽसावसाध्यतां व्याधिरिव प्रयाति ॥

3. संतप्तायसि संस्थितस्य पयसो नामापि न ज्ञायते
मुक्ताकारतया तदेव नलिनीपत्रस्थितं राजते ।
स्वातौ सागरशुक्तिसंपुटगतं तज्जायते मौक्तिकं
प्रायेणाधममध्यमोत्तमगुणः संवासतो जायते ॥

4. यस्मिन्कुले यः पुरुषः प्रधानःस सर्वयत्नैः परिरक्षणीयः।
तस्मिन्विनष्टे स्वकुलं विनष्टं ननाभिभङ्गे ह्यरकावहन्ति॥

5. एतदर्थं कुलीनानां नृपाः कुर्वन्ति संग्रहम् ।
आदिमध्यावसानेषु न ते गच्छन्ति विक्रयाम् ॥

6. युधिष्ठिर उवाच ॥
क्रोधो हन्ता मनुष्याणां क्रोधो भावयिता पुनः ।
इति विद्धि महाप्राज्ञे क्रोधमूलौ भवाभवौ ॥ १ ॥
यो हि संहरते क्रोधं भवस्तस्य सुशोभने ।
यः पुनः पुरुषः क्रोधं नित्यं न सहते शुभे ।
तस्याभावाय भवति क्रोधः परमदारुणः ॥ २ ॥
क्रोधमूलो विनाशो हि प्रजानामिह दृश्यते ।
तत्कथं मादृशः क्रोधमुत्सृजेल्लोकनाशनम् ॥ ३ ॥
क्रुद्धः पापं नरः कुर्यात्क्रुद्धो हन्याद्गुरूनपि ।
क्रुद्धः परुषया वाचा श्रयसोऽप्यवमन्यते ॥ ४ ॥

7. अथैकदा कृष्णचतुर्दश्यां रात्रौ सकरुणं क्रन्दनध्वनिं स राजा शुश्राव । तं श्रुत्वा राजा ब्रूते कः कोऽत्रद्वारि। तदा तेनोक्तं देव! अहं वीरवरः । राजोवाच क्रन्दनानुसरणं क्रियताम् । वीरवरोऽपि यथाज्ञापयति देवः इत्युक्त्वा चलितः॥

II. Translate into Sanskrit:—

The name-giving ceremony of the child is performed on the eleventh day after birth. The child is smeared with oil, saffron, and powders of good scent, and is bathed in hot water. After this is done, he is decorated with marks on the forehead. These marks differ according to the religion of the father. The child is then ornamented with jewels. The parents also bathe in oil and are clad in proper dress They sit on the ceremony ground, and the child is placed in the lap of the mother. They invite their friends and relatives. The elevated ground on which the ceremony is performed as well as the space all round, is occupied by the people. When the ceremony is over, the invited guests offer presents to the parents and the child.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

GREEK: TEXT-BOOKS AND GRAMMAR.

I. Decline

in the Singular—*λεώς, ἀνήρ, αἰδώς;*
in the Dual—*ἐγώ, αὐτός, λελυκώς;*
in the Plural—*ὄνυξ, ὄρνις, θήρ.*

II. Compare *εὐρύς, αἰδοῖος, ἐχθρός, ὀλίγος, ῥᾴδιος, ταχέως.*

III. Conjugate in the Indicative the Pluperfect Active and Passive of *λύω*, in the Conjunctive and Imperative (*simply and with contractions*) the Present Active of *τιμάω.*

IV. 1. Write out in full the Perfect Indicative tense, *οἶδα.*

2. Give the Paradigm of the 2nd Aorist Active of *ἵστημι* and *δίδωμι.*

V. Express the following in English:—

μυρίους ἀνθ' ἑνὸς Κλεάρχους; παρὰ Μήδων; παρὰ ταύτην τὴν πόλιν; κατὰ πεντηκοστῦς; διὰ τῶν ὀρέων; διὰ τὴν δυσχωρίαν.

VI. Put into Greek: as quickly as possible; he is stronger than you; he happened to be breakfasting; I would have done it if I could.

VII. Translate the following passages, giving the principal parts of the verbs underlined in the following form :—

Present Active.	Perfect Active	Perfect Passive.
Future Active.	Aorist Active.	Aorist Passive.

1. τῶν τεθνηκότων ἅλις·
ταύτῃ γέγηθα κἀπιλήθομαι κακῶν.

2. ἅλις κόρης σῆς θάνατος· οὐ προσοιστέος
ἄλλος πρὸς ἄλλῳ· μηδὲ τόνδ' ὠφείλομεν.

3. ὑπισχνεῖτο δὲ αὐτόν, εἰ ἔλθοι, φίλον Κύρῳ ποιήσειν, ὃν αὐτὸς ἔφη κρείττω ἑαυτῷ νομίζειν τῆς πατρίδος.

4. οἳ εἴσονται ὅτι, ἤν τι περὶ ἡμᾶς ἁμαρτάνωσι, περὶ τὰς ἑαυτῶν ψυχὰς καὶ τὰ σώματα ἁμαρτάνουσι.

5. καὶ φθάνουσιν ἐπὶ τῷ ἄκρῳ γενόμενοι τοὺς πολεμίους.

VIII. Translate the following passages, explaining the grammatical construction of the words underlined :—

1. τῶν μὲν γὰρ νικώντων τὸ κατακαίνειν, τῶν δὲ ἡττωμένων τὸ ἀποθνήσκειν ἐστί.

2. ἔξεστ' ἐρωτᾷν· τοῦ χρόνου γὰρ οὐ φθονῶ.

3. ἐκεῖ δ' ἐν Αἴδου κείσομαι χωρὶς σέθεν.

4. Ταλθύβιος ἥκω, Δαναϊδῶν ὑπηρέτης,
Ἀγαμέμνονος πέμψαντος, ὦ γύναι, μέτα.

IX. Translate the following passages, explaining the allusions :—

1. τί δ' ; οὐ γυναῖκες εἷλον Αἰγύπτου τέκνα,
καὶ Λῆμνον ἄρδην ἀρσένων ἐξῴκισαν;

2. κυνὸς ταλαίνης σῆμα, ναυτίλοις τέκμαρ.

3. Ἐγὼ αὐτὸν εἶδον, ὥσπερ Λυδόν, ἀμφότερα τὰ ὦτα τετρυπημένον.

4. δέδοικα μὴ, ὥσπερ οἱ λωτοφάγοι, ἐπιλαθώμεθα τῆς οἴκαδε ὁδοῦ.

X. Give the derivation of βουθυτεῖν, πάλλευκον, νήνεμον, αἰχμαλωτίδων, εὐπετῶς, διαβατοί.

XI. Write a short summary of the legend on which the "Hecuba" is founded.

XII. What account does Xenophon give of his joining the expedition? What plan did he propose after the experience of the first day's retreat and how was it carried out?

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

GREEK: TRANSLATION.

I. Translate into English :—

1. ΟΔ. γύναι, δοκῶ μέν σ' εἰδέναι γνώμην στρατοῦ,
ψῆφόν τε τὴν κρανθεῖσαν· ἀλλ' ὅμως φράσω.
ἔδοξ' Ἀχαιοῖς παῖδα σὴν Πολυξένην
σφάξαι πρὸς ὀρθὸν χῶμ' Ἀχιλλείου τάφου.
ἡμᾶς δὲ πομποὺς καὶ κομιστῆρας κόρης
τάσσουσιν εἶναι· θύματος δ' ἐπιστάτης
ἱερεύς τ' ἐπέστη τοῦδε παῖς Ἀχιλλέως.
οἶσθ' οὖν ὃ δρᾶσον; μήτ' ἀποσπασθῆς βίᾳ,
μήτ' εἰς χερῶν ἅμιλλαν ἐξέλθῃς ἐμοί.
γίγνωσκε δ' ἀλκὴν, καὶ παρουσίαν κακῶν
τῶν σῶν. σοφόν τοι κἀν κακοῖς, ἃ δεῖ, φρονεῖν.

ΕΚ. αἶ, αἶ· παρέστηχ', ὡς ἔοικ', ἀγὼν μέγας,
πλήρης στεναγμῶν, οὐδὲ δακρύων κενός.
κἀγὼ γὰρ οὐκ ἔθνησκον, οὗ μ' ἐχρῆν θανεῖν·
οὐδ' ὤλεσέν με Ζεὺς, τρέφει δ', ὅπως ὁρῶ
κακῶν κάκ' ἄλλα μείζον' ἡ τάλαιν' ἐγώ.

2. ΕΚ. ὦ θύγατερ, οἱ 'μοὶ μὲν λόγοι πρὸς αἰθέρα
φροῦδοι, μάτην ῥιφέντες ἀμφὶ σοῦ φόνου·
σὺ δ', εἴ τι μείζω δύναμιν, ἢ μήτηρ, ἔχεις,
σπούδαζε, πάσας, ὥστ' ἀηδόνος στόμα,
φθογγὰς ἱεῖσα, μὴ στερηθῆναι βίου.
πρόσπιπτε δ' οἰκτρῶς τοῦδ' Ὀδυσσέως γόνυ,
καὶ πεῖθ'· ἔχεις δὲ πρόφασιν. ἔστι γὰρ τέκνα
καὶ τῷδε, τὴν σὴν ὥστ' ἐποικτεῖραι τύχην.

ΠΟΛ. ὁρῶ σ', Ὀδυσσεῦ, δεξιὰν ὑφ' εἵματος
κρύπτοντα χεῖρα, καὶ πρόσωπον ἔμπαλιν
στρέφοντα, μή σου προσθίγω γενειάδος.
θάρσει· πέφευγας τὸν ἐμὸν ἱκέσιον Δίο,
ὡς ἔψομαί γε, τοῦ τ' ἀναγκαίου χάριν,
θανεῖν τε χρῄζουσ'· εἰ δὲ μὴ βουλήσομαι,
κακὴ φανοῦμαι καὶ φιλόψυχος γυνή.
τί γάρ με δεῖ ζῆν, ᾗ πατὴρ μὲν ἦν ἄναξ
Φρυγῶν ἁπάντων· τοῦτό μοι πρῶτον βίου.

3. ΧΟ. ἐμοὶ χρὴν ξυμφορὰν,
ἐμοὶ χρὴν πημονὰν γενέσθαι,
Ἰδαίαν ὅτε πρῶτον ὕλαν
Ἀλέξανδρος εἰλατίναν

ἐτάμεθ', ἅλιον ἐπ' οἶδμα ναυστολήσων
Ἑλένας ἐπὶ λέκτρα, τὰν καλ-
λίσταν ὁ χρυσοφαὴς
Ἅλιος αὐγάζει.

4. Ἐκ τούτου Ξενοφῶν ἀνίσταται, ἐσταλμένος ἐπὶ πόλεμον ὡς ἐδύνατο κάλλιστα, νομίζων, εἴτε νίκην διδοῖεν οἱ θεοὶ, τὸν κάλλιστον κόσμον τῷ νικᾶν πρέπειν, εἴτε τελευτᾶν δέοι, ὀρθῶς ἔχειν, τῶν καλλίστων ἑαυτὸν ἀξιώσαντα, ἐν τούτοις τῆς τελευτῆς τυγχάνειν· τοῦ λόγου δὲ ἤρχετο ὧδε· Τὴν μὲν τῶν βαρβάρων ἐπιορκίαν τε καὶ ἀπιστίαν λέγει μὲν Κλεάνωρ, ἐπίστασθε δὲ καὶ ὑμεῖς, οἶμαι. Εἰ μὲν οὖν βουλευόμεθα πάλιν αὐτοῖς διὰ φιλίας ἰέναι, ἀνάγκη ἡμᾶς πολλὴν ἀθυμίαν ἔχειν, ὁρῶντας καὶ τοὺς στρατηγοὺς, οἳ διὰ πίστεως αὐτοῖς ἑαυτοὺς ἐνεχείρισαν, οἷα πεπόνθασιν.

5. Ἀπορουμένοις δ' αὐτοῖς προσελθών τις ἀνὴρ Ῥόδιος εἶπεν· Ἐγὼ θέλω, ὦ ἄνδρες, διαβιβάσαι ὑμᾶς κατὰ τετρακισχιλίους ὁπλίτας, ἄν μοι ὧν δέομαι ὑπηρετήσητε, καὶ τάλαντον μισθὸν πορίσητε. Ἐρωτώμενος δὲ ὅτου δέοιτο· Ἀσκῶν, ἔφη, δισχιλίων δεήσομαι· πολλὰ δ' ὁρῶ πρόβατα καὶ αἶγας καὶ βοῦς καὶ ὄνους, ἃ ἀποδαρέντα καὶ φυσηθέντα ῥᾳδίως ἂν παρέχοι τὴν διάβασιν. Δεήσομαι δὲ καὶ τῶν δεσμῶν, οἷς χρῆσθε περὶ τὰ ὑποζύγια.

6. Ἐντῦαθα ἔμειναν ἡμέρας τρεῖς, καὶ τῶν τετρωμένων ἕνεκα, καὶ ἅμα ἐπιτήδεια πολλὰ εἶχον, ἄλευρα, οἶνον, καὶ κριθὰς ἵπποις συμβεβλημένας πολλάς. Ταῦτα δὲ συνενηνεγμένα ἦν τῷ σατραπεύοντι τῆς χώρας. Τετάρτῃ δ' ἡμέρᾳ καταβαίνουσιν εἰς τὸ πεδίον. Ἐπεὶ δὲ κατέλαβεν αὐτοὺς Τισσαφέρνης σὺν τῇ δυνάμει, ἐδίδαξεν αὐτοὺς ἡ ἀνάγκη κατασκηνῆσαι οὗ πρῶτον εἶδον κώμην, καὶ μὴ πορεύεσθαι ἔτι μαχομένους.

(Not from text-books.)

7. Ὡς εἶδε τὸν Κῦρον ὁ Γωβρύας ἔλεξεν ὧδε· Ὁ βασιλεὺς τῶν Ἀσσυρίων τὸν ἐμὸν υἱὸν παρεκάλεσεν εἰς θήραν. Ὁ μὲν οὖν ὡς φίλῳ συνεθήρα. Λέοντος δὲ παρατυχόντος ὁ μὲν βασιλεὺς ἥμαρτεν, ὁ δ' αὖ ἐμὸς παῖς τυχὼν κατειργάσατο. Ἐν τούτῳ δὲ οὐ κατίσχει ὁ ἀνόσιος τὸν φθόνον, ἀλλ' αἰχμὴν παρά τινος τῶν ἑπομένων ἁρπάσας, παίσας εἰς ὀτέρνα τὸν μόνον μοι καὶ φίλον παῖδα ἀφείλετο τὴν ψυχήν.

II. Translate into Greek:—

Socrates, the Greek philosopher, was one of the wisest and best men of ancient times. He spent his whole life in making his fellow-creatures better and happier. Yet Socrates had enemies.

Chief among them were the Sophists, or Pseudosages, who hated him because he spared no efforts to save the young from being misled by them. They accused him of corrupting the youth with his doctrine. The judges, being prejudiced against Socrates, condemned him to die by drinking poison.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. Write down—

1. The genitive singular of *Atlas, nurus, specus, poples.*

2 The nominative singular of *carbasa, præsidibus, ære, tergore.*

3. The positives of the following comparative *adverbs*, also their superlatives, when they have any: *serius, liberius, citius, satius.*

4. The ordinal, the distributive, and the adverbial forms of *trecenti sexaginta quinque.*

II. Give—

1. One adjective derived from each of the following nouns: *campus, arus, hostis, senex, iuvenis, anus.*

2. The nouns from which the adjectives *ludicrus, salignus, fagineus, ramosus*, are derived.

3. The frequentative forms of *any six* out of the following verbs: *vehere, trahere, tenere, capere, noscere, conicere, volare, gerere, advenire, pellere.*

III. With reference to the verbal forms: *adurat, retexite, tostos, confossi, urgebat, exederat, demi, dissuadere*,—1, state what part of the verb each is; 2, give, in each case, the 1st person singular of the perfect and the future simple indicative active, and the supine active.

IV. 1. Ibi Parmenio regi occurrit, quem præmiserat ad explorandum iter saltus.

How is *purpose* expressed in this sentence? Suggest *three* other ways of expressing it, and exemplify each.

2. Is longe omnium amicorum carissimus erat regi.

Express the same by means of the comparative.

3. Maior sum quam cui possit fortuna nocere.

Change *sum* into *sumus*, and re-write the sentence.

4. Natalibus actis bis puer senis.

Express this in simple Latin prose.

V. Simply translate:

1. Per funera septem efferor.

2. Hæc magnificentius iactata quam verius.

3. Collato pede, quasi singuli inter se dimicarent, in eodem vestigio stabant.

4. Prendique et prendere certans,
Nil nisi cedentes infelix arripit auras.

5. Ictus erat qua crus esse incipit, et qua
Mollia nervosus facit internodia poples.
6. Idem et auctor et nuntius venit.
7. Mutua, dum licuit, reddebant dicta.
8. Iter vix quaternos capiebat armatos.

VI. 1. Modo quos illi fato contingere non est
Prospicit occasus, interdum *respicit* ortus.
2. Magna petis, Phaëton, et quæ nec viribus *istis*
Munera conveniant, nec tam puerilibus annis.
3. Ille etiam medio spinas in pisce notatas
Traxit in exemplum, ferroque "incidit" acuto.
4. Simul suprema iacentes
Lumina versarunt; animam simul exhalarunt.

(*a*) Translate these extracts. (*b*) Show the appropriateness of the words in italics. (*c*) Scan the lines in 3 and give the derivation of "incidit."

VII. Translate and explain the grammatical construction of the italicised words.

1. *Issum* rex copias admovit.
2. Si quid *opis* in medicis est, sciant me non tam mortis quam belli remedium quærere.
3. Inde progressus, *deturbatis* qui interiora montium obsidebant, præsidiis cuncta firmavit.
4. Qui in vestibulo erant in tabernaculum currunt, vociferantes adesse supremam horam, missosque qui *occiderent* captas.

VIII. Express in Latin:

1. It is my turn to speak.
2. It was your business to help him.
3. Having dined, we went out for a walk; having walked two miles, we returned home.
4. The Muses taught Orpheus the use of the lyre.
5. It is of little moment (*refert*) for me; but it is very important (*interest*) for you and for your father.

IX. By whom and under what circumstances were the following words spoken?

1. Et hic Alexander est.
2. Illa disciplina paupertate magistra stetit.
3. Hospita tu terris erras.
4 Me duce, carpe viam.
5. Servatus a me vitam mihi dederis.
6. Me tuam famulam esse confiteor.

X. 1. Write short explanatory notes on—
Delius, Parnassus, Belides, Cidaris, Boreas, Tanais.
2. Quote an illustration from your text to show that it is not always prudent to be too free spoken.

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:—

1. Ergo ubi cœlicolæ parvos tetigere penates,
Submissoque humiles intrarunt vertice postes,
Membra senex posito iussit relevare sedili,
Quo superiniecit textum rude sedula Baucis.
Inde foco tepidum cinerem dimovit, et ignes
Suscitat hesternos, foliisque et cortice sicco
Nutrit, et ad flammas animâ producit anili,
Multifidasque faces ramaliaque arida tecto
Detulit, et minuit, parvoque admovit aheno.
Quodque suus coniux riguo collegerat horto,
Truncat olus foliis. Furca levat ille bicorni
Sordida terga suis, nigro pendentia tigno;
Servatoque diu resecat de tergore partem
Exiguam sectamque domat ferventibus undis.

2. Dixerat: insonuit contento nervus ab arcu,
Qui præter Nioben unam conterruit omnes.
Illa malo est audax. Stabant cum vestibus atris
Ante toros fratrum demisso crine sorores.
E quibus una trahens hærentia viscere tela
Imposito fratri moribunda relanguit ore;
Altera solari miseram conata parentem
Conticuit subito duplicataque vulnere cæco est;
Oraque non pressit, nisi postquam spiritus exit.
Hæc frustra fugiens collabitur: illa sorori
Immoritur: latet hæc: illam trepidare videres.

3. Ut vero summo despexit ab æthere terras
Infelix Phaëthon, penitus penitusque patentes,
Palluit, et subito genua intremuere timore;
Suntque oculis tenebræ per tantum lumen obortæ.
Et iam mallet equos nunquam tetigisse paternos:
Iamque agnosse genus piget et voluisse rogando:
Iam Meropis dici cupiens ita fertur, ut acta
Præcipiti pinus Borea, cui victa remisit
Frœna suus rector, quam dis votisque reliquit.
Quid faciat? Multum cœli post terga relictum;
Ante oculos plus est: animo metitur utrumque.

4. Interea Alexander regionem quæ Cyri castra appellatur pervenerat. Pylas incolæ dicunt artissimas fauces, munimenta quæ manu ponimus naturali situ imitante. Igitur Arsames quondam salubre consilium sero exsequi statuit: igni ferroque Ciliciam vastat ut hosti solitudinem faciat: quicquid usui potest esse corrumpit, sterile ac nudum solum, quod tueri nequibat, relicturus. Sed longe utilius fuit angustias aditus valido occupare præsidio, iugumque opportune itineri imminens obtinere, unde inultus subeuntem hostem aut prohibere aut opprimere potuisset: tunc paucis qui callibus

præsiderent relictis, retro ipse concessit, populator terræ quam a populationibus vindicare debebat. Ergo qui relicti erant, proditos se rati, ne conspectum quidem hostis sustinere valuerunt, cum vel pauciores locum obtinere potuissent.

5. Sed omnium oculos animosque in semet avertebant captivæ mater coniuxque Darei: illa non maiestate solum sed etiam ætate venerabilis, hæc formæ pulchritudine, ne illa quidem sorte corruptæ. Receperat in sinum filium nondum sextum annum ætatis egressum, in spem tantæ fortunæ quantam pater eius paulo ante amiserat genitum. At in gremio anus aviæ iacebant adultæ duæ virgines, non suo tantum sed etiam illius mærore confectæ. Ingens circa eam nobilium feminarum turba constiterat, laceratis crinibus abscissaque veste, pristini decoris immemores, reginas dominasque veris quondam tunc alienis nominibus invocantes. Illæ, suæ calamitatis oblitæ, in utro cornu Dareus stetisset, quæ fortuna discriminis fuisset, requirebant. Negabant se captas, si viveret rex. Sed illum equos subinde mutantem longius fuga abstulerat.

(Not from text-books.)

6. India tota Orientem spectat. Aves ad imitandum humanæ vocis sonum dociles sunt. Eadem terra rhinocerotas alit, non generat. Elephantorum maior est vis quam quos in Africa domitant. Aurum flumina vehunt. Gemmas margaritasque mare litoribus infundit. Ingenia hominum, sicut ubique, apud illos locorum quoque natura formantur. Corpora usque ad pedes velant, soleis pedes, capita linteis vinciunt; lapilli ex auribus et naso pendent; brachia quoque auro ornant, quibus aut nobiles aut divites ex vulgo distinguuntur.

II. Translate into Latin:

Narbazanes came forward and spoke as follows: "I am about to speak words which when first heard will by no means please your ears. But doctors cure severe diseases by bitter remedies, and a sailor, fearing a storm, saves what can be saved by throwing a part into the sea. Follow me, then, not to do a crime, but to save the kingdom by choosing a new king. We all know that it is the duty of brave men to despise death rather than to hate life. Let us fight under a new king, and when things are settled, he shall restore the crown to the former king."

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: TEXT-BOOKS AND GRAMMAR.

I. Write down the Arabic verbs corresponding with the following:—

1. (*a*) We saw.
   (*b*) They saw (feminine).
   (*c*) You saw (feminine).
   (*d*) They will see (feminine).
   (*e*) Thou shalt soon see.

2. Write down the above with لم and لن with the نون ثقيلة giving the اعراب to each word.

3. Write down the singular, dual and plural, second person, imperative of the following :—

امال and دعا - خاف - ودع - امر

II. 1. How many kinds of pronouns ضمائر are there in Arabic? Write down the منفصل منصوب and متصل مجرور and explain the متصل مرفوع بارز and مستتر. In what parts of the verb are the last two found?

2. Decline هذا and اللذي *

3. Explain the uses of ال giving an example of each.

III. 1. Explain غير منصرف - مبني - معرب. To which of these do the following belong :— آدم - رجلان - إسمع - يقتل - ضرب مسائل - علي - هذا - مدراس - اسمعيل Give your reasons.

2. Decline زينب - ثلثون - غلامان - قاضٍ - موسى فرس - مصابيح - مومنات - الهادي - هولاء in the three cases.

3. How do the following act on verbs :— لام الامر - إن - أن - لكن and how do the following act on the nouns they govern :— منذ - صار Give an example of each of the six.

IV. 1. Explain جملة شرطية - جملة فعلية - جملة اسمية and give an example of each.

2. Parse هذا الرجل يضرب اخاه - جاءني غلام زيد في الدار رجل *

3. Correct or justify the following :—

كان ابلاه في الدار - مارايت هذان الرجلان قطّ - قاموا المومنين وقعدن المومنات - الخيام ضُرِبَ تحت الاشجار - قتلا الزيدان عمروًا *

V. 1. Give the Arabic of—
(a) Fifteen men and sixteen women.
(b) Two hundred men.

(*c*) Five men and eleven women.
(*d*) Five hundred women.
(*e*) A thousand men and four thousand women.

2. Give the plurals of أخت - انسان - امراة - آنية - ماء - غلام - يد - كتاب - عيد - فم - عبد - رجل and the singulars of ازمة - دماء - عظات - غوامض - قسي - ارغنه - قضايا - قيان - ركب - ارجل - سنن - اطليه

3. Give the diminutives of عبد الله - ارض - خالد - شاة - عبد

VI. 1. Explain fully:

مهلاً - خلوا سبيلها - اطلقوا عقالها - شتتم شملهم - لعاب المنية - ركبته ديون - جعائل - نيفاً وستين جارية - دية - مسخ - معاذ الله - فخلا به *

2. تامرون ولا تاتمرون - قاتلك الله ما اقضاك - فجاء بناقة فنحرها و قال شانكم ان تقعد على الطعام و انت تشتهيه و تقوم عنه و انت تشتهيه - صبرة تبن في بيدر *

3. فلم يلبث المهدي ان دخل - لا يصبر عنه ساعة لا تندم على ما فات *

اما نعم مثمرة و اما لا مريحة - احذر مقارنة ذوي اطباع المرذولة لئلا يسرق طبعك من طباعهم و انت لا تشعر *

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I. Translate into Arabic:—

The Khalifah wondered when he heard the young man's story and said, by Allah, I will not put to death any one but the wicked slave. Then looking towards Jaafer, he said to him, "bring before me this wicked slave who hath been the cause of this trouble; or, if thou bring him not, thou shalt be put to death in his stead." So the Wizier departed weeping, and saying "When shall I bring him. Not every time the jar is struck doth it escape being broken. I will go home and there remain." So he remained in his house three days and on the fourth day he sent for the Qazi and made

his last will. He was saying farewell to his children, when a messenger from the Khalifah came and said, "the Prince is very angry and he has sworn that this day shall not pass until thou art put to death if thou do not bring the slave."

II. Translate into English :—

1. س - كيف حالك و كيف نالك - ج - طيب بخير الله يسلمك - س - يا ابت عظني - ج - يا بني من عذب لسانه كثر اخوانه - س - رايت ملا محمود كيف حاله - ج - لا يسال الناس ورا ياه في بعض اسفارنا يسقط سوطه و هو علي ظهر الفرس - فلا يسال احداً ينا وله اياه - حتي نزل من الفرس علي الارض واخذ السوط ثم ركب - س - اليوم رايت عجيباً من هذا المولوي - ج - وما هو - س - رايته اليوم كان يمر بسكة وقت الهاجره فالقي عليه من سطح بيت رماد فتغير رفقاوه و تلامذه و بسطوا السنتهم علي الملقي - فقال لا تقولوا شيأ كنت مستحقا ان يصب عليّ النار فصولح علي الرماد - س - جئتك لتذكرني - ج - أذكرك ان تطرح عن لسانك ذكر الخلق بالمساوي سواء كان ذكر الا علي او الادني او المساوي *

2. قال بعض الادباء دعا يحيى بن خالد البرمكي ابنه ابراهيم يوما و كان يسمى دينار بني برمك بجماله و حسنه - ودعا بمود به و بمن كان ضم اليه من كتابه و اصحابه فقال ما حال ابني هذا - قالوا بلغ من الادب كذا و كذا - قال ليس عن هذا سالت - و انما سالت من بعد همته - قالوا اتخذنا له من الضياع كذا وكذا - قال ليس عن هذا سالت - و انما سالت عن بعد همته هل اتخذ تم له في اعناق الرجال مننا او حببتموه الي الناس - قالوا لا - قال فبئس الاصحاب انتم - هو والله الي هذا احوج منه الي ما قلتم - ثم امر بحمل خمس مائة الف درهم اليه - فتفرقت علي قوم لا يدري عنهم - ولله در من قال *

شعر

انت المكارم ان تفارق اهلها

و اني الكريم فان تكون بخيلا

3 (۱) انس اشمك (۲) رح الي السوق (۳) حدب حبر و قلم و ورق (۴) كم الساعة (۵) اشو شوية حذر (عيش) وضع (خط) عليه ردية *

4 قيل فان ابراهيم الخواص إشتهي الخبز و اللبن منذ اثنا عشر سنة فلم ياكل للمجاهدة - فمر يوماً بمريض علي واد - فقال له ما دا تشتهي - فنظر الية و قال انك اشتهيت الخبز و اللبن اثني عشر سنة فما ذقت - فالساعة تريد ان تعطيني مدتي فخير ابراهيم و قال اتعرف عداد الله عز الله *

WEDNESDAY, 16TH DECEMBER, 10 A M TO 1 P M

PERSIAN TEXT-BOOKS AND GRAMMAR

I State—(1) regarding Firdousi (*a*) his name (علم); (*b*) dates of his birth and death, (*c*) the titles of his various writings and (*d*) the couplet in which he lays blame on ملک محمود

(2) The مادۂ تاریخ of the death of سعدی

II 1 Re-write in simple Persian

شنیدم که فرمانروای داد گر

فدا داشتی هر دو رو آستر

نمردی که ملک سراسر زمین

بیزرد که خوبی چکد بر زمین

لب خشک مظلوم را گو مخند

که دندان ظالم بخواهند کند

بدست این پسر طبع و خویش ولیک

مرا رو طبیعت شود خوی نیک

چه گفت آن سخنگوي آزاده مرد
که آزادهٔ کاهلي بنده کرد
بوشک اندر اهرمن بدسگال
همي راے زد تا بیاکند یال
یکي حاجت استم بر نزدیک شاه
اگر چه مرا نیست این پایگاه

اجتماع نفوس و اتفاق قلوب براے هرگونه اراده در هر ایامي که تشکیل پذیرفته متحد شده ست کانه هر آن ارادت مقدر و مصور گردیده *

2. Analyse the fourth couplet

3. Point out the تصرف شاعري in

(۱) کنونم که در پنجه اقبیل نیست
(۲) که بوشیدني نه بد و نه خورش

III. Write—

1. Other Persian words for :

دستهٔ جلو - بیلک - ماه دو هفته - انجمن کردن - بورز آورین - پذیره شدن - وجوه بر - کنداوري - خوشگل - نستوه - کجاز - بیجاده - دبوس جواهرنشان - هشیوار - دهزم - خوالیگر *

2. The derivations of (explaining each part) :

لاجرم - بربط - مردري - شبگیر - بد کنش *

3. The various meanings of :

روی گرفتن - ماندن - شدن - مدام - شاگرد - شاطر - گاه - ساختن *

4. The following, without metaphor :

چو روز دگر گنبد لاجورد
بر آورد و بنمود یاقوت زرد

5. Three Persian proverbs and six Turkish words, all from your text-books.

6. A short summary of the speech of مرزا محیی مستوفي

VI. 1. What is meant by (a) جوانمرد and سفله in

کر سفله خداوند هستي مباد
جوانمرد را تنگدستي مباد

and by (b) دم اژدها in

نهان بود چند از دم اژدها
بفر جام هم زو نیامد رها

2. Supply the الفاظ محذوفه after

(a) زور in مروت نباشد بر افتاده زور
برد مرغ دون دانه از پیش مور

(b) دگر and یکي in یکی تا کند تشنه را تازه حلق
دگر تابگردن در افتند خلق

(c) ازین in ازین خفرقي موی بالیده
بدی سرکه در روي مالیده
ازین دوستان خدا بر سر اند
که از خلق بسیار بر سر خورند

(d) وگرنه in چو مردم سخن گفت باید بهوش
وگرنه شدن چون بهائم خموش

V. Answer from your text-books the following:

1. What were the inventions (ایجادات) of:—
هوشنگ - طهمورث - جمشید *

2. How did Jamshid classify the citizens? Give the Persian name of each class.

3. What led to the death of Jamshid.

4. What is the وجه تسمیه of بیوراسب - فردوسي and ضحاک

VI. 1. Write the third person singular متشکي - ماضئ مستقبل - ماضئ استمراري - ماضئ تمنائي - ماضئ مع القدرت اسم حالیه of گفتن *

2. How are adjectives formed in Persian.

3. Give the exact meaning of the following affixes:

گر - زار - دان - سار - ناک - دار - ان - ستان
and add correct ones to - سرمه - دو - گل - خوف - خار - کوه
سخن - سوگ *

4. What kinds of مرکب are the following:

ایزد پاک - انگشترسیم - صاحبدل - شاهجهان - شمشیر -
خدا - سرپنجه - آفتاب *

VII. Give examples of—

1. Infinitives used both transitively and intransitively.
2. Verbs sometimes used as روابط زماني
3. Words in which the adjective این is changed to ام

VIII. Name—

1. Words which should be prefixed to the following nouns when number has to be expressed

اسپ - فیل - شتر - کشتي - قالین - خلعت - مروارید - انبه

2. The signs of - مفعول به - مفعول فیه - مفعول له -
مفعول معه *

IX. What kinds of تجنیس are there in the following: define each one.

(۱) همه شب نبودش قرار و هجوع
به تسبیح و تهلیل و مارا زجوع

(۲) که درویش را توشه از بوسه به

X. State the different kinds of:

متعلقات جمله - جملهٔ انشائیه - دلالت - مجاز مرسل *

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:

1. The character of Babar is more known in his memoirs which were written by himself. He was a man of the most daring spirit, and had the greatest physical endurance. On one occasion he is said to have ridden a hundred and sixty miles in two days, and, thereafter, to have swam across the Ganges. He was fond of gay companions, and in adversity was never dispirited. In the midst of his wars, he found time to write Persian poetry, which has been admired for its elegance. His death was remarkable. Humayun, his son, was sick, and Babar prayed that the sickness might be transferred to himself. Strange to say, as Humayun recovered, Babar sickened and died.

2. The Lieutenant-Governor of Bengal invited, lately, a party of students in the M.A. classes of the various colleges of Calcutta as his guests in a river excursion. The students were introduced by the Professors of their colleges to Sir Charles and Lady Elliott, who conversed freely with them. The trip was much enjoyed, and the Lieutenant-Governor was heartily cheered as he drove from the ghât.

3. (a) I take in one daily and two weekly papers.

(b) When you send your letter by post you ought to write the addresses distinctly in English, otherwise your letters will never reach their destination.

(c) He lost the game and I won it.

(d) He has a very pretty Arab mare with a year old foal.

II. Translate into English :—

1. پروردگار عالم عمر طبيعي بقبلهٔ عالم كرامت فرمايد
درين شهر قزوين يک نفر نابكار پيدا شده است كه در جميع روي
زمين مجرم ترازو و مستحق تر بقتل كسے بهم نميرسد - اسمش
يوسف سراج مي گويند - اما خودش معلوم نيست كه كجا
تربيت شده است مگر اين اوقات در شهر قزوين ساكن شده -
ازانجا مرد اوباش مريد جمع آورده هميشه بضرب و ذم علماي
كرام و خدام شريعت زبان كشوده است - اين ملعون هميشه
مريدان خود را صراحتاً ذكر مي كند كه گويا علماي كرام
نمردمان عوام فريب مي دهند *

2. يوسف سراج از دهات قزوين پسر كربلائي سليم دهقان
بوده چونكه كربلائي سليم آدم مومن و متقي مي بود خواست
پسرش ملا بشود و داخل سلک علما گردد - بنابران اورا ايام
جواني برداشته آورده در شهر قزوين بمكتب گذارد - پس از
چند سال يوسف سراج بحد بلوغ رسيده آثار رشد بر خود
مشاهده نمود - براى تحصيل علم باصفهان رفت - ازانجا نيز بعد
از چند سال ديگر روانه كربلاي معلا گشته در مجالس علماي
معتبر بتكميل علوم شروع نمود - مدت مديد دران مكان شريف
مكث كرده بجميع علوم اسلاميه واقف گرديد - چون در اكثر
امور بتقلبات ملا ها بر خورد شد ازين صنف نفرت بهمرسانيده
نخواست خود را داخل زمرهٔ اين طائفه كند *

3. کشتیهاي جنگي انگلستان که بسمت نگاهداري منافع انگلیس در سمت یونان و اطراف آن بود از جانب وزارت بحري بمناسبت عدم لزوم بکومانداران کشتیهاي مذکور دستورالعمل بازگشت داده شده *

III. Translate into English :

1. یکي را عسس دست بر بسته بود
همه شب پریشان و دلخسته بود
بگوش آمدش در شب تیره رنگ •
که شخصي همي نالد از دست تنگ
شنید این سخن دزد معلول و گفت
نو یاري ز غم چند نالي بخفت
برو شکر یزدان کن اي نیکدست
که دستت عسس تنگ برهم نبست
مکن ناله از بینوائي بسے
چو بیني ز خود بے نوا تر کسے

2. آفرین بر روان فردوسي
آن همایون نژاد فرخنده
او به استاد بود و ما شاگرد
او خداوند بود و ما بنده

3 بزو بنده نامهٔ باستان
که از پهلواني زند داستان
چنین گفت کز آئین تخت و کلاه
کیومرث آورد کو بود شاه
چو آمد به برج حمل آفتاب
جهان گشت یافر و آئین و تاب
بتابید ز ایسان ز برج بره •
که گیتي جوان گشت ازو یکسره
کیومرث شد بر جهان کدخدای
بخسنین یکره اندران ساخت جای

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

URDU: TEXT-BOOKS AND GRAMMAR.

I. (۱) اردو شاہنامہ کس بحر میں ہے ؟ اوسکا وزن کیا ہی ؟

(۲) زبان اردو کی وجہ تسمیہ کیا ہی ؟

(۳) اردو کی شعرگوئی کس زمانے سے پائی جاتی ہی ؟

II. 1. الفاظ و محاورات ذیل کے معنے سلیس ہندوستانی میں تحریر کرو :—

(a) سبھہ لگن - خواب خرگوش - نالا - تالی - ظل اللہ - گرگا - سلخ کا دن - ماتھہ دہار - نکھہ سکھہ - نوچندی - سرے باو - جنم پتری - جھلا نور - خودغاضی - شاگرد پیشہ - بیرن *

(b) سبحان اللہ چشم بددور - سارے ڈیل میں زبان حلال ہی - ہرچہ بادا باد - چشم نمائی کرنا - دودھہ پتر پانا - کرسی نشین ہونا - چھوڑا مدھہ پتری بات - مال مفت دل بے رحم *

2. ہر ایک لفظ کے متعدد معنے لکھو ؟

مونڈھا - وصال - رنگ - وجہ *

3. ان الفاظ مرکبہ کے معنے معہ معانیٔ اجزا رقم ہوں ؟

گرمابہ - طرفۃ العین - ماجائی - دت کھاؤ *

III. اشعار مرقومۃ الذیل کو با محاورہ نثر میں لاؤ :—

یکایک ہوا خسرو سرفراز
گرفتار دیماریٔ جان گداز
نہ جانبر ہوا پھر شہ بے نظیر
جہان سے سفر کرگیا با گزیر
مہو چہر کے بعد با کر و فر
نو ذر ہوا جلوہ گر

رکھا سر پہ دیہیم شاہنشہي
ہوا مسند آرای فرماندہي
ولیکن منوچہر کے رسم پر
نہ قائم رہا خسرو نامور
نہ داد و دہش کي نہ انصاف و داد
ز غفلت بجور و ستم دل نہاد

1. جن لفظون پر لکیرین ہین اونکا اصطلاحي نام بقاعدہ صرف کیا ہي *

2. پہلي بیت کي ترکیب کرو *

IV. اس نثر کو سلیس عبارت مین لکھو :—

1. ملکہ کے منہہ مین ایک کھیل بھي اڑکر نہ گئي - وہ پھول سا بدن سوکھکر کانٹا ہو گیا - اور وہ رنگ جو کندن سا دمکتا تھا ہلدی سا بن گیا - منہہ مین پھیپڑي بندھہ گئي - آنکھین پتھرا گئین *

2. دریا کے بیچ ایک پہاڑي ہي - وہان ایک گسائین جٹادہاري بڑا مذہب مہادیو کا اور سنگت اور باغ بڑي بہار کا بنایا ہي - اس مین رہتا ہي - اور اس کا یہہ قاعدہ ہي کہ برسوین دن شیورات کے روز اپنے استھان سے نکلکر دریا مین پیرتا ہي - اور خوشي کرتا ہي - اور اشنان کے بعد جب اپنے آسن پر جانے لگتا ہي تب بیمار دردمند دیس دیس اور ملک ملک کے جو دور دور سے آتے ہین دروازے پر جمع ہوتے ہین *

V. سوالات ذیل سے کسي دو کے جواب لکھئے :—

1. کس نے آہنگري - پارچہ بافي - کاشتکاري - آلات جنگي - پشم بافي - تعمیر مکانات پختہ - کشتي اور طبابت ایجاد کي ؟

2. ضحاک نے کیا خواب دیکھا تھا اور منجمون نے اس کي تعبیر کیا بیان کي ؟ کیخسرو کے تولد کے وقت افراسیاب نے کیا خواب دیکھا ؟

3. زال کس کا بیٹا تھا اور اُس کو کسنے پرورش کیا ؟ اور کسلئے اسکو یہہ نام دیا گیا ؟

4. فریدون کے کتنے بیٹے تھے ؟ انکے نام بتلاؤ *

5. منزل ششم راہ ہفت خوان مین رستم پر کیا کیا واقعات گذرے ؟

6. فقر اور صحي کے ہر ایک حرف سے کیا مراد ہو سکتي ہي ؟

7. کاوہ کا مختصر حال لکھئے ؟

VI. 1. افعال کي نفي کے لئے کون حروف آتے ہین اور اسما کي نفي کے لئے کون حروف ؟ انکے الگ الگ مثالین دو ؟

2 اب - کہان - جتني - کبسي - جیسي کي اصل بتاؤ - اور بھي - لیکن - مگر - ہان - ہي - اب کس قسم کے حرف ہین ؟

3 سے - پر - مین - کو اور کیا کے متعدد معنے مثالون کے ساتھہ بتلائے *

4 جس کي طرف ضمیر یا اسم اشارہ پھرتا ہي اسکا نام کیا ہی *

5. محذوف - موقوف - مقدر - واو معروف - واو مجہول - اور واو معدولہ کي تعریف کرو - مثالین بھي دو *

VII. 1 اسم حالیہ - متعدي - امر تعظیمي - فعل اختیاري - فعل اختتامي - اور فعل استمراري بنانے کا کیا قاعدہ ہی *

2. اسم متصرف سے کیا مراد ہي ؟ اسکا حکم کیا ہي ؟ اسکے شاذ کیا ہین ؟

3. ماضئ تمنائي اور ماضئ شرطي - مدت و معروف - یہ اور وہ - ضمیر غائب اور اسم اشارۂ بعید مین کیا فرق ہي *

4 اسم ظرف - علم - ضمیر اور اسم استفہام مفعول - بدل - تمیز اور اصل جملہ کے اقسام لکھو - مثالین بھي دو *

VIII. عبارت ذیل کو بجاے خطوط الفاظ مناسب داخل کرکے لکھئے :—

ایک روز کوئي شخص — بزرگ سے اپنا — کہتا تھا - اس
نے — نہ کیا - پھر کہنے لگا دہیان نہ دیا - تیسرے —— شور سے
اچھي —— کہنے لگا - انھون — جھنجلا کے کہا —— میرا سر
دکھاتے ہو —— بولا — سر ہو - مین —— کہان لیجاون - اس
عزیز کو یہہ — خوش — آئي —— اس کا کام کردیا *

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

URDU: TRANSLATION AND COMPOSITION.

I. Translate into Urdu:

(*a*) "The reindeer is to be found in most of the northern regions of the Old and the New Worlds. It has long, slender, branching horns, those of the male being much the largest. Its coat is of a brown colour above and white beneath; but, at the approach of winter, begins to thicken in a remarkable manner, and to assume that lighter colour which is the great peculiarity of Polar quadrupeds. Its hoofs are cloven and movable, so that it spreads them abroad, as it goes, to prevent its sinking in the snow; and, as the animal moves along, they are heard to crack with a pretty loud noise. The reindeer is usually about four feet and a half in height. It is ordinarily so docile that it needs scarcely any direction; so swift that two of them, yoked in a sledge, will travel one hundred and twelve English miles in a day; and so persevering that it toils on, hour after hour, without any refreshment except a mouthful of snow, which it hastily snatches."

(*b*) "You understand now, I hope, that whatever is of value must not only be *desirable*, for its use or beauty, or some pleasure it affords, but also *scarce*; that is, so *limited* in supply, that it is not to be had for nothing. And of things which are desirable, those are the *most* valuable which are the most limited in supply; that is, the hardest to be got. This is the reason why silver and gold are of more value than iron. If they had been of no use or beauty at all, no one would have ever *desired* them; but being desirable, they are of greater value than iron, because they are so much scarcer and harder to be got."

II. Translate into English:

1. ایک روز ایک منزل مین منجھلا بھائي مذکور کیا کہ
ایک فرسخ اِس مکان سے ایک چشمہ جاري ہے مانند سلسبیل
ہے - اور میدان مین خودرو کوسون تلک لالہ و نافرمان
اور نوگس و گلاب پھولا ہے - واقعي عجب مکان سیر کا ہے -

اگر اپنا اختیار ہوتا تو کل وہاں جاکر تفریح طبیعت کي کرتے - اور ماندگي بھي رفع ہوتي - میں تو لا کہ صاحب مختار ہیں - فرماؤ تو کل کے دن مقام کریں - اور وہاں چل کر سیر کرتے پھریں - یہ تو لے ہاریں چہ بہتر - میں حکم کیا کہ سارے قافلے میں پکار دو کہ کل مقام ہي - اور نکاول کو کہا کہ حاضری فسم کي فسم کي تیار کر - کل سیر کو چلینگے - جب صبح ہوی - یہ دونوں برادران کپڑے پہن کمر باندھ کر مجھے یاد دلائے کہ جلد بھدّے تھدّے چلئے اور سیر کیجئے - میں سواری مانگا - تو لے کہ پیادہ جو لطف سیر کا ہوتا ہي سو سواری میں معلوم - نوکروں کو کہہ دو گھوڑے ڈرپا کر لے آویں *

2. ہوا گام فرسا بیابان میں
سر شام پہونچا بیستان میں
کیا صید اک گور کو وان شتاب
لگا کر وہیں اس نے کھائی کباب
دیا چھوڑ صحرا میں پھر رخش کو
گیا خواب میں وہ یل نامجو
نمایاں ہوا ایک شیر ژیان
طرف رخش کے وہیں آیا دوان
نگاور سو جنگ مائل ہوا
ہزبر دمان کے مقابل ہوا
اوٹھا شیر کے سرپہ ناروی و دست
جدا کر کیا اوسکو دانتوں سے پست
پھر آخر ہوا شیر جنگي زبون
روان اوسکے تن سے ہوا بحر خون
ہوا جبکہ بیدار وہ شیر نر
تو حیران نہایت ہوا دیکھ کر
کہا رخش سے ہوکے پھر خشمناک
کہ تجھ کو اگر شیر کرتا ہلاک

نو لے کون چلنا سلاح و سلب
ترا ہي کیا تھا بھہ تونے غضب
اگر بھر بلا ہو کوئي آشکار
نہ ہونا مقابل نہ تو زینہار
نو بیدار و ہوشیار کرنا مجھے
شتابي خبردار کرنا مجھے

3. (۱) میرے پاون مین چیونٹیان بھرے ہین (۲) وہ یہہ کام عمداً کیا (۳) ان دونون کي صورت ملتي ہي (۴) مین تمکو اور شخص سمجھا (۵) دروازہ ادھر کھلا رکھو *

4. سخت دل جو ہین انہین محروم رکھتا ہي فلک
بیضۂ فولاد سے بچہ کہان پیدا ہوا
کچھہ بھي حاصل نا کمالون کو نہین ہي جز کمال
مورد نقصان ہوا جب ماہ کامل ہو گیا

III. Write an essay in Urdu on *one* of the following subjects :—
(1) On rivers, describing some of their chief uses. (2) The importance of attending to little things.

بزبان اردو تحریر کرو:—
(۱) ندیون کا بیان اور انکے ترے فوائد * یا
(۲) چھوٹے باتون پر خیال رکھنے کي ضرورت *

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

MARATHI: TEXT-BOOKS AND GRAMMAR.

I. खालीं लिहिलेल्या वाक्यांचा अर्थ कथासंदर्भास अनुसरून स्पष्टपणांने लिहा.

1. चित्तांत तीर्थयात्रा काम तया पुरविता प्रभुहि आला ।
जैसा अंभोद तृषित चातक खग पसरितांचि वरि आला॥

2. धर्म म्हणे रे भीमा शरणागत रिपुहे रक्ष्य सन्महित ।
बा जरि घडेल भीताभयदान जगीं तरीच जन्म हित॥

3. न सहावा अन्यकृतज्ञातिपराभव बुधें उठा रचितो ।
जन्मुनि सुयशाशि न जो जननीयौवनवनीं कुठाराचि तो॥

4. ज्याची लीला प्रणताखिलवांछितसिद्धिदा महांकपिला॥

5. त्या हरिचे आश्रित ते या हरिचे प्रबळ दास हे तिपट॥

6. सुरजित पातालग दितिदनुसुत निजाहितसुयोधनाश तदा।
जाणुनि कृत्याहस्तें नेउनि बोधिति सुयोधना शतदा ॥

7. स्वसुतार्जुनहितकामें याचकवेषासि वृत्रहा धरिल ।
करिल कपटवामनसा कर्णाचीं कवच कुंडलें हरिल ॥

8. पुनरपि कपिसाचि पिसा क्षिप्र धरायास तीवर उगारे ।
तों धांउनि धौम्य म्हणे न उठ धराया सतीवर उगा रे ॥

II. (a) खालीं लिहिलेल्या पदांचा अर्थ सांगा.

1. हरि, 2. कलिपुरुष, 3. तिपट, 4. पंचमुख, 5. उत्सुक, 6. वराक, 7. गळांठावणें, 8. उत, 9 हटकणें, 10. निपट, 11. आंसुडणें, 12 चवर, 13. युवराजपद, 14. साहित्य, 15 भणग, 16. खमणें.

(b) 1. असुरहित, 2. देहा, 3. राबेतें, 4. मज्जन, 5. गरवारी, 6. मणिकीं, 7. सुतता, 8. मत्तातें, 9. कराल, 10. करवाल. ह्यांचा दोन अर्थ सांगा.

(c) घटज, पार्थ, सूरज, पादप, द्युमणि, तिपट, भीम, खचर; ह्या पदांची व्युत्पत्ति लिहा.

III. 1. सांबें दिलाशि निर्मुनि पूर्वी आम्हांशि तूं तपस्तुष्टें ॥

2. नरकासुरहि ससखयदुवरहननार्थीं शिरेल कर्णांत ॥

3. ज्याच्या रामयशासह सुयशासि सदा सहर्ष नाक पितो॥

4. भग्न गुरुधनुर्ध्वनि श्रवणें भार्गव धरूनि ये कोपा ॥

5. जेविं शरणागताच्या त्यागा प्राणाचिया नशिबिभ्याला॥

हीं वचनांच्या कथासंदर्भांस संग्रहांने लिहा.

IV. खालीं लिहिलेल्या समासांचा विग्रह सांगा.

त्रिदशवरार्धासनस्थ सद्गुणभ्रमरवकुला, महातेजा, अजातरिपु.

V. व्यासनीं न पडेल कसा व्याघ्रबिलीं जो मदांध ओतु निघे ।

कीं पद्मराग मानुनि जो पदरीं विंगळांशि ओतुनि घे ॥

या आर्येचा अर्थ स्पष्टपणांने लिहून तींत उपमानोपमेय दाखवा.

VI पल्लव, महापुराण, सुवर्णवर्ष, आदिपुराण, सौर्वभोम, कक्कल, कुरंडक, साहसांक;

हीं पदांचा अर्थ लिहा.

VII. तिसर्या गोविंदाचें चरित्रास संग्रहांने एकदृष्टांत लिहा.

VIII. (a) रुचि, भक्ति, खीळ, भिंत, जळूं, आंबा, पारडूं, हीं नामांचीं बहुवचन; व हरिण, शिव, दास, राजा, चाकर, वाघ, हीं नामांचीं स्त्रीलिंगरूप; हें लिहा.

(b) सहायधातु म्हणजे काय? त्यांचीं चार उदाहरणें प्रयोगसहित द्या.

(c) जीं रूपें चालू गद्यभाषेंत येतनाहींत पण कवितेंत येतात तींचीं चार उदाहरणें तुम्ही वाचलेल्या पूस्तकांतून लिहा.

IX. पळ धीर वीरहृदया स्वास्थ्य न दे तो कुबुद्धिचा जलधी॥
ब्रह्मा शक्रासि म्हणे प्रभुला व्हाया सहाय ऋक्षींतें ।
द्या कामरूप बळ सुत करिजे जें चंद्रकार्य ऋक्षी तें ॥
देवांनिहि हिमगिरिला क्षीरधिला स्वयशतुच्छ भासविलें॥
गुरु सचिव म्हणति इच्छित होतों की हेंचि तव मना योजी
खालीं रेखांकित झालेल्या पदांचें शब्दलक्षण सांगा.

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

MARATHI: TRANSLATION.

I. Translate into Marathi:—[See Urdu Translation paper, page xxxv.]

II. Translate into English:—

1. श्रीगाधिजमुनि द्याया सत्कविबृंदासि सुमहिमा गाया ।
दशरथमधुपाप्रति ये प्राप्तसुतसुरद्रुसुमहि मागाया ॥
दे राम लक्ष्मण मखत्राणार्थ असें तयासि तो याची ।
ओंपी नृप जोविं पिता निजपात्री मरुपथांत तोयाची॥

2 धर्म म्हणे भीमा हें ईश्वरसखसैन्यहनन अनुचित रे ।
न तरेल महल्लंघनकर्ता तो एक वायुजनुचि तरे ॥
श्रीरामायणकृतिसी ती दिव्या अमृतरसवती नलिनी ।
बहुदिवस सेविली हो त्या धर्मप्रमुखसाध्वलिनीं ॥

3. सर्प म्हणे ब्राम्हण तो कोण कसा वेद्य काय वद राया ।
मिळतां साधूक्तामृतफळ मी सेवूं कशास बदरा या ॥
धर्म म्हणे कथितों मीं स्ववचाला जरिहि तूंहि जपशील ।
तोचि ब्राह्मण जेथें क्षांति दया दान सत्य तप शील ॥
वेद्य तरि परब्रह्मचि न स्पर्शे जेथ मृतिजननशोची ।
ज्यातें पावोनि पुन्हा संवर्तशतींहि कृतिजन न शोची॥

4. अनेक राजरूप पर्वतांनीं आपल्या पक्षांचें छेदन होईल ह्या भीतीनें चाळुक्यवंशोदधीचा आश्रय केला होता. तो उदधि इतरांस दुर्गम होता; तथापि कृष्णराज ह्यानें आपल्या मंत्रिरूप किंवा अनुयायिरूप देवांच्या साहाय्यानें त्याचें मंथन केलें व त्यांतून सार्वभौमराज्यलक्ष्मी काढली ॥

5. ह्या देशांचें राज्य इंग्लीश लोकांकडे येण्याच्या पूर्वी सुमारें ६०० वर्षेपर्यंत हाहिंदुस्थानदेश परचक्राचें स्वाधीन झाला होता. ज्या मुसलमान लोकांनीं ह्या हिंदुस्थानावर आपला अमल चालविला होता ते हिंदूलोकांपेक्षां उद्योगी व पराक्रमी होते; तरी ते आश्याखडांत रहणारे लोक, व हिंदुलोक त्यांचा वर्ण, रातिभाती, संप्रदाय वगैरे एकमेकांपासून फारशीं भिन्न नव्हतीं म्हणून ज्या मुसलमानांनीं येथील राज्य मिळविलें त्यांचा आणि त्यांच्या हाताखालीं जे हिंदुलोक आले त्यांचा बराच मिलाफ होऊन गेला ॥

III. Write an essay in Marathi on *one* of the following subjects:—

1. On rivers, describing some of their chief uses.
2. The importance of attending to little things.

मागेंयेणाऱ्या दोन्ही विषयांपैकि एकावर मराठींत निबंध लिहा.

(1) नद्याविषयीं त्यांच्या मुख्य उपयोगांचे कांहीं वर्णनकरून एक निबंध अथवा

(2) लहान विषयांवर लक्षपुरवणेच्या मुख्यत्वाविषयीं एक निबंध.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. நளவெண்பாவில் நீர் படித்தகாண்டங்களின் முக்கியமான செய்திகள் இன்னின்னவென்று எட்டு வரியில் எழுதுக.

II. சூதாட்டத்தால் வருங் கெடுதிகள், மக்களைப்பெறுதவர் அடையும் பயன், கல்வியால் வரும் நன்மைகள்-இவைகளில் ஏதாவதொன்றைக் குறிக்குஞ் செய்யுளையாவது அதன்கருத்தையாவது எழுதுக.

III. (a) சந்தக்கழற்றுமையுஞ் சதங்கையணி
பைந்தளிருநோவப் பதைத்துருகி-எந்தாய்
வடந்தோய்களிற்றாய் வழியானதெல்லாங்
கடந்தோமோ வென்றார் கலுழ்ந்து.

(b) மக்களை முன்காணு மனநடுங்கா வெய்துயிராப்
புக்கெடுத்துவீரப் புயத்தணையா-மக்காணீர்
என்மக்கள்போல்கின்றீர் யார்மக்களென்றுனைத்
தான்
வன்மக்களியானைமன்.

(c) இப்பாலிவ்வாறேமஞ்செய் திவனிப்பூத மினிதெழுப்ப
வப்பாலிருந்த வனசரித னைவர்க்கமைந்தவாறு
ளைப்பா
முப்பாலினுக்கு முதற்பாலாய் மும்மைப் புவனங்
களுங்காக்குந்
தப்பாவாய்மை யறக்கடவு ளறிந்தானெண்ணந்
தப்புவிப்பான்.

1. இவற்றுள் முதலிரண்டுசெய்யுட்களுக்குப் பொழிப்புரையும், மூன்றுவதற்குக் கருத்துரையுமெழுதுக.

2. (a) இல் எழுவாய் பயனிலை யாவை? எந்தாய், களிற்றாய், இவையென்ன வேற்றுமை? அவ்வேற்றுமையுருபு எப்படிப் புணர்ந்தது?

3. (b) இல் காணு, உயிரா, அணையா, இவை என்ன வாய்பாட்டுச் சொற்கள்? இவை எவற்றோடு முடிகின்றன?

4. (c) இல் 'முப்பால்' என்றது என்ன? 'இவன்' என்றது எவனைக்குறிக்கின்றது? 'அறிந்தான்' இதற்குச் செயப்படுபொருளென்ன? 'எழுப்ப,' 'இருந்த,' 'அமைந்த' இவ்வெச்சங்களுக்கு முடிபு கூறுக. 'மும்மைப் புவனங்கள்' இவற்றின் பெயர் என்ன?

IV. 1. செப்பமாமறைசேர் திருப்பெருந்துறையிற் செழு மலர்க் குருந்தமேவியசீரப்பனே-இது எத்தருணத்தில் யார் செய்த பிரார்த்தனை ?

2. மான்பிடிக்கச்சொன்ன மயிலேபோல்-இது குறிக் குஞ் சரித்திரமென்ன ?

3. ஆற்றுணு வேண்டுவதில். ஏன் ?

4. பருமணலேட்டிற்கையாற் றுணிவுறவெழுதி-யாரால் என்ன எழுதப்பட்டது ?

5. சாட்டையிலாப் பம்பரம்போலாடுஞ் சகசாலம்-பம்பரத்திற்கு என்ன நேரும் ? இதின் கருத்தென்ன ?

V. 1. மாணிக்கவாசகரும் தாயுமானவரும் என்னென்ன லௌகீகத்தொழிலில் எக்காலத்திலிருந்தவர்கள் ?

2. திருவாய்மொழியைப் பாடினவருக்குள்ள பெயர்களில் இரண்டையெழுதி ஒவ்வொன்றும் உற்பத்தியான வரலாற்றைச் சுருக்கமாய்ச் சொல்லுக. திருவாய்மொழி எதனது சாரம் என்கிறார்கள் ? நீர் படித்த திருவாய்மொழியில் நரஸ்துதியைப்பற்றி என்னசொல்லியிருக்கிறது ?

VI. (a) நச்சுப்பொய்கையில் யமன் வினவிய வினாக்களிலிரண்டைமாத்திரம் எழுதிஅவைகளுக்குயுதிட்டிரன்சொன்ன விடைகளையுங் கூறுக.

(b) நின்றுநின்று பலநாளுய்க்கு மிவ்வுடனீங்கிப் போய்ச்
சென்றுசென்றுகிலுங்கண்டு சன்மங் கழிப்பானெண்ணி
ஒன்றியொன்றி யுலகம்படைத்தான் கவியாயினேற்
கென்றுமென்றுமினிமற்றொருவர் கவியேற்குமே.

1. இப்பாட்டின் கருத்தையெழுதுக.

2. இப்பாட்டில் வரும் அடுக்குத்தொடர்கள் என்ன பொருளில் வந்தன ? பாட்டின் முடிவில் வரும் ஏ எப்பொருளைக் காட்டுகின்றது ?

3. நீங்கும், ஏற்கும், இவற்றினடியாகப்பிறந்த தொழிற்பெயர்கள் இவ்விரண்டு கூறுக.

VII. கீழே வருவனவற்றிற்குத் தெளிவாய் அர்த்தமெழுதுக:—

1. மாத்தொழிலு மித்தொழிலு மாற்றுதியோ.

2. குறுகுதலைக் கிண்கிணிக்காற் கோமக்கள்.

3. மாச்சினைத்தடஞ் சந்தன மகிருக நிழலில்.

4. தன்னுகவேகொண்டு சன்மஞ்செய்யாமையுங் கொள்ளுமே.

5. (1) ஏன்றோம், (2) கலுழ்ந்து, (3) அலந்து, (4) கேண்மின்-இந்த நான்கு சொற்களுக்கும் பகுபத உறுப்புக்கள் எழுதுக.

VIII. (a) (1) ஏதுப்பொருளிலும் நீக்கப்பொருளிலும் வரும் உருபு. (2) உடன்பாட்டிலும் எதிர்மறையிலும் வரும் வினைமுற்று (3) உருபுமயக்கம், போலி-இவைகளுக்கு உதாரணங்களெழுதுக.

(b) தென் + தேசம், நடு + ஆறு, இத்தொடர்கள் என்னவிகாரம் பெற்றுவரும்? விதிகளோடு எழுதுக.

(c) யுத்தம், தர்மம், சத்துரு, ஜனனம், இந்த வடசொற்களுக்குச் சரியான தமிழ்மொழிகள் யாவை?

IX. வலியவனுடனே எளியவன் போர்செய்தால் விளக்கிற்போய் விட்டில் விழுந்தாற்போலக் கெடுதியுண்டாகும். ஆதலால் புத்திமான் அவனுடனே சமாதானம் பேசி உயிரைக் காப்பாற்றவேண்டும்.

(a) இதில் விளக்கு, விட்டில், இவை எவற்றுக்கு உபமானமாகக் கூறப்பட்டன?

(b) வலியவன், எளியவன், இவையென்ன சொற்கள்? பகுபத உறுப்புக்களைக் காட்டுக.

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

TAMIL: TRANSLATION AND COMPOSITION.

I. Translate into Tamil :—[See Urdu Translation paper, page xxxv.]

II. Translate into English :—

1. மிக்கோனுலகளந்த மெய்யடியே சார்வாகப்
புக்கோரருவினைபோற் போயிற்றே—அக்காலம்
கானகத்தே காதலியை நீத்துக் கரந்துறையும்
மானகத் தேர்ப்பாகன வடிவு.

2. காலங்கண் மூன்றுமெண் ணுங்கடவுணீ கலக்கமெய்தி
ஞாலங்கொ ணசையினில்லாநயனிதன்மகன்சொற்
கேட்டுச்
சீலங்கொள்வாய்மையாய்செந்தீயெழுகானிற்
சின்னீ
ராலங்கொல்பான்மையாரையார்கொல்வானருளிச்
செய்தாய்.

3. எத்தனைதான் சன்மமெடுத் தெத்தனைநான் பட்டதுய
ரத்தனையு நீயறிந்த தன்றோ பராபரமே.

4. ஒருத்தனே யுன்னை யோலமிட்டலறி
யுலகெலாந் தேடியுங் காணேன்.

5. வாய்கொண்டு மானிடம் பாடவந்தகவியேனல்லேன்.

6. ஆற்றிற்றண்ணீர் நிரம்பிப் பெருகிவருகையில் வணங்கியசெடி நாசமடையாமற் பின்பு முன்போணிமிர்ந்திருக்கும்.

7. பிறர்க்குதவி செய்வதற்கொத்த புண்ணியமும், பிறரை வருத்துவதை யொத்த பாவமுமில்லை.

8. பற்பிடிங்கின பாம்பு மதமில்லாத யானையு மிடம் விட்டுப் பெயர்ந்தவரசு மெல்லாராலுமவமான மடைகின்றன.

9. அவ்வேளையிலங்கொருபுற்றிலிருந்த பாம்பு ராஜன் கிட்டவந்து பேச, அவ்வொலியைக் கேட்டவன்வயிற்றிலிருந்த பாம்புஞ் சத்தித்தது. அப்போழ்திரண்டுக்கும் வாக்குவாதமுண்டாக, இதற்குள்ளே அவன் பெண்டாட்டி வந்து மரத்தின் மறைவினின்றவற்றின் பேச்சுகளைக் கேட்டுக்கொண்டிருந்தாள். புற்றுப்பாம்பு வயிற்றுப்பாம்பைப் பார்த்தடா துராத்துமாவே, இந்த வழகுள்ள ராஜபுத்திரனை யேன் வருத்துகிறாயென, வயிற்றர வாகார நிறைந்த குடத்திலிருக்கிற வென்னை நீயேனிந்திக்கிறாயெனப் புற்றரவு துஷ்டாகடுகு தின்றானா னீயிறப்பாய் அவன் சுகமடைவான். இது ஒருவர்க்குந் தெரியாதெனப் பின்பவ்வயிற்றரவு வெந்நீராலுனக்கும் லயம் வருமென இப்படி யவ்விரண்டிரகசியங்களையுங்கேட்டவளவ்வண்ணமேசெய்தப்பாம்பைக் கொன்றாள்.

III. Write an essay in Tamil on *one* of the following subjects:—

(1) On rivers, describing some of their chief uses.

(2) The importance of attending to little things.

(1) ஆறுகளின் முக்கிய உபயோகங்களிற் சிலவற்றை விவரித்தாவது அல்லது

(2) சொற்ப காரியங்களைக் கவனிப்பது முக்கியம் என்பதைப்பற்றியாவது தமிழில் ஒரு வியாசம் எழுதுக.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. భాస్కరరామాయణము, భారతము,—ఈ రెంటిని తెలుగున రచించిన గ్రంథకర్త లెవ్వరెవ్వరు?

II. (1) దశరథతనయులజననకాలమును, (2) హోమాగ్నియందలి దివ్యపురుషునిస్వరూపమును, స్పష్టముగ వివరించి వ్రాయుము.

III. ఈ క్రిందిపద్యములకు దండాన్వయమును, వచనమునకు స్పష్టముగ తాత్పర్యమును, వ్రాయునది.

1. అతులితదక్షిణాన్వితమహాధ్వరసంఘము లే సెనర్చితిన్
జతురమనీషితాప్రచురసౌఖ్యులు భూసురముఖ్యు లంచిత
వ్రతులుమహీపతుల్ సుగుణవశ్యులు వైశ్యులుభక్తులు నన్నిసం
తతమును గొల్తు రీక్షితి నుదారమహాక్రతుకర్తశీలు లై.

2. వనజభవుండు గోపమున వాహన మైనమరాళభర్తకున్
వనజవనీవిహారకలనంబు దొలంగఁగఁ జేయుఁ గాని గుం
భనమున దుగ్ధజీవనవిభాగవిధాననిరూఢనైపుణీ
జనితమహాయశోవిభవసారము హంసకు మాన్పఁ జాలునే.

3. మఱియు నప్పురంబు * * * * * మదనతూణీరంబునుం బోలె నసమాయుధభరింతి బయి, రత్నాకరంబయ్యును భంగరహితం బయి, విబుధాప్సరస్సంతానహరిచందననిలయంబయ్యును ధరణితలవిలసితం బయి, యినకులపాలితంబయ్యును భీమవిజయధర్మరాజసుయోధనయువరాజరాజితం బయి, పద్మాకరంబయ్యును విషపంకవర్జితం బయి సకలగుణాకరం బయి, వెలయు.

IV. ఈ క్రిందివాక్యముల యర్థమును వ్రాయునది :— 1. తద్వచనాకర్ణనావగతస్వపురాతనవృత్తాంత యయి 2. చిత్ప్రదీపనిస్తరితబృహత్తములు. 3. ఇనసుతబుధకవిరాజమిత్రపరివృతంబు. 4. పరమకరాకరంబు లగువారినిధానములు.

V. ఈ క్రిందివాక్యములకు విగ్రహములతోడ సమాసనామములు వ్రాయునది :—

1. కాంచనకుండలమండనవిశిష్టగురుతరరోచులు. 2. పుణ్యాహవాచనపూర్వకము. 3. నారాయణుఁడు.

VI. 1. యోగ్యాంబరశ్రేణి, మృత్పిండము, ఉరుతరపర్వతాగ్రము,—వీని కచ్చతెలుఁగుశబ్దములతో నర్థములు వ్రాయునది.

2. (a) అంబరమువాయువగ్నితోయమ్ముధరణి —దీనికి సమానార్థముగల ప్రసిద్ధమైన సంస్కృతవాక్యము ఏది ?

(b) గాలిమేపరి దొర వాఁతన్.—దీనిని తత్సమానమైన తత్సమపదములతో వ్రాయునది.

VII. 1. ఈ క్రిందిశబ్దముల కర్థము వ్రాయునది :—

అప్రమేయుఁడు, బోడితలమానసులు, పసిపాడి, సైరణ, వనట్ట, కరతలామలకము, జాను, కందుకము.

2. ఈ క్రిందిశబ్దములలో తద్భవములకు తత్సమరూపములను, తత్సమములకు తద్భవరూపములను వ్రాయునది :—గంధంబు, కార్యము, రాక్షసుఁడు, సెజ్జ, రాత్రి, బిచ్చము, మచ్చరము, పక్కి.

3. కులగిరులు, ఈతిబాధలు, నవద్రవ్యములు,—ఎవ్వి ?

4. తపము, అహింస.—అన నెట్టివి ?

VIII. 1. కురిసిరి, తమతమ యోపినట్లు—ఈ రూపములయందలివిశేషమును విశదీకరించునది.

2. పూవుఁబోండ్లు, క్రీఁగంటిచూపులు, అత్తతి, రాసులు, పాపఱేండ్లు, బెబ్బులి, సగఁబాలు, నెమ్మది,—ఈ రూపము లెట్లేర్పడునో దెలుపునది.

3. నుమీ, అందాఁక, బందులు, ఒక్కొకఁడు, హింస, మిత్రుఁడు—వీనికి రూపాంతరముల వ్రాయునది.

4. కావించుఁ, ఈగి, పాచుఁ, ఉడుగుడుఁ—ఇవి యేధాతువులనుండి కలిగినవి ? ఈ రూపములకు పేళ్లు ఏవి ?

5. అనేకసార్లు, బహుశా, వేసంకాలము, సురులు—ఈ శబ్దములను దిద్ది వ్రాయుచు నట్లు దిద్దుటకుఁ గారణములఁ దెలుపునది.

IX. 1. అవ్వననిధి నూతఁ దుల్యముగ వారి గ్రహించుఘటంబు చూడుమా :—దీని కుపమేయ మెట్లు చెప్పఁబడియున్నది ?

2. కులాలు నుపమానముగఁ జేసి చెప్పినవిషయ మెద్ది ?

3. జనలోకైకమహారథుండు ద్విజరక్షోదక్షుఁ డాజిం ద్రిలో
చనుఁడుద్యచ్చతురంగసైన్యుఁడును భాస్వద్రూపపంచాస్త్రుఁడ
న్యనృపక్రాంచషడాననుండు ఘనసస్తాశ్వాన్వయుం డష్టమం
త్రి నవద్రవ్యనిధీశుఁడై దశరథాధీశుండు పెంపొందుచున్
ఈ పద్యమునందలివైచిత్ర్యమును దెలుపునది.

X. (1) "ఓడలు బండ్లగును, బండ్లోడలగును" (2) "* * నర సింహుఁడు హిరణ్యకశిపువును జంపినవిధము నభినయించెను"—ఈ పై వాక్యములసందర్భకథలను దెలుపునది.

XI. ఈ క్రిందిపాద మేవృత్తములోనిది? ఆవృత్తలక్షణ మెట్లు?
"తమకార్యంబుఁ బరిత్యజించియుఁ బరార్థప్రాపకుల్ సజ్జనుల్."

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

TELUGU : TRANSLATION AND COMPOSITION.

I. Translate into Telugu :—[See Urdu Translation paper, page xxxv.]

II. Translate into English :—

1. అనవుడుఁ బెక్కురత్నము లుపాయనము ల్గొని యమ్మునీంద్రుశా
ననమున వేగ మేగి తగ సర్వమహీశుల నాదరించి తో
డ్కొని యధికప్రమోదమునఁ గొన్నిదినంబుల కేగుదెంచినం
గనుఁగొని యవ్వసిష్ఠుఁ డధికప్రమదంబునఁ జూచి యిట్లనున్.

2. దానము భోగము నాశము
పూనికతో మూడుగతులు భువి ధనమునకున్
దానము భోగము నెఱుఁగని
దీనునిధనమునకు గతి తృతీయమె పానఁగున్.

3. బలము గలవానిఁ బలువురు బలవిహీను
లొక్కటె కూడి నిర్జింతు రుత్సహించి
మధువు గొన నుత్సహించినమునుజుఁ బట్టి
కుట్టి నిర్జించుమధుకర కులమునట్లు.

4. ఓ రాజకుమారుఁడా యీయడవియందుఁ గొందఱు బ్రాహ్మణ బ్రువులు వేదశాస్త్రములఁ జదువుట మాని సకలధర్మంబులం గోలుపోయి బోయలం గూడి వారు చేయుక్రూరకృత్యములఁ దామునుం జేయుచు వారియాహారముల భుజించుచు నున్నారు వారిలో నొకనికొడుకను నేను. నాపేరు మాతంగుఁడు. నేను వనచరులతోఁ గూడం బోయి యూళ్లలోఁ బ్రవేశించి యక్కడక్కడ ధనవంతులుగా నుండువారి నాలుబిడ్డలతోఁ బట్టి తెచ్చి చెట్టలం గట్టి కొట్టి వారిధనంబు నంతయుం

దోఁచుకొను చుందును ఒకనాడు నాతోడిబోయ లొకబాఁపనిం బట్టి చంపఁ బోవం జూచి దయగలవాఁడనై యా కిరాతులతో నెల్ల కాలము మన కిదే వృత్తి యాయెను, బ్రాహ్మణునిఁ జంప రాదు మానుం డని వారించితిని.

5. ఆ మాటలు విన్నతోడనే మాణిక్య మను బాలిక తెల్లపోయి యదివఱకున్న యుత్సాహ మంతయుఁ బోయి యీముత్యాల పేరు ఎపుడు బాగుచేయుదునో రేపు భ్రమరాంబ వచ్చి తనముత్యాలహారమును జూడఁ బోయిన నాబ్రతుకే మగునో యని యాలోచించుచు భోజన మయినతోడనే ముందుగాఁ దా నాపని చేసి తనయవ్వగారు పరుండి లేచులోపల హారము సిద్ధపఱుపవలయు నని నిశ్చయించుకొని వడిగాఁ దిండి తిని లేచి యీవలికి వచ్చునప్పటికి సరస్వతి వీధిలోనుండి పరుగెత్తి వచ్చి మాణిక్యముచేయి పట్టుకొనెను. దానిఁ జూచినతోడనే మాణిక్యము రాత్రి హారముమాట ముత్తవతో నెక్కడఁ జెప్పునో యని భయపడుచుఁ జెలికత్తె వచ్చిన దని సంతోషించుటకు మాఱుగా నెపుడు పోవునా యని గోరుచుండెను.

III. Write an essay in Telugu on *one* of the following subjects:
(1) On rivers, describing some of their chief uses. (2) The importance of attending to little things.

(1) నదులవలనకలుగు ముఖ్యము లయినయుపయోగములను కొన్నిటిని వివరించుచు నదుల విషయముగా గాని, లేక (2) అల్పవస్తువులను గమనించుటయొక్క విశేషమును గుఱించిగాని, తెలుఁగున ఒక వ్యాసము వ్రాయునది.

WEDNESDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOK AND GRAMMAR.

I. కేళగణ పద్యగేళ అర్థవన్ను స్వల్పవుం బిడదే ఒరియిరి (ప్రతి పదార్థకూడదు) :—

(*a*) కొ)రమనక్కరాచొడియేరం నేరిసేరి సేవిప సంతరుంసమం
తారయే తెద్గుణంగళనే తాల్దవరంతేయే తీక్ష్ణరాదవర్

ಕೇರಿದರಿಂದೆರುಚ್ಯ ಜಲಚಾರು ಮಹಾನದಿಗಳ್ಸಮುದ್ರಮಂ
ಸ್ಮಾರತೆವೆತ್ತುಗುಂ ಮೊದಲಿನಾರುಚಿಗಳ್ಕೆಡಲತ್ತೆ ಸನ್ಮತೀ॥

(b) ಹಿತದಸುತ ಕಾಮೇಷ್ಟಿಯೆನುಸ
ತ್ಕೃತುವ ಕೈಕೊಂಡೆನು ಭವತ್ಕೃಪೆ
ಯತಿಶಯವು ತನಗಾಗೆ ತಾನೀ ಜಗಕೆಧನ್ಯನಲಾ।
ಸುತವಿಹೀನನ ನುದ್ಧರಿಸಿ ಸಂ
ತತಿಯ ಕರುಣಿಸ ಬೇಕೆನುತ ಮುನಿ
ಪತಿಯು ಪದಪದ್ಮದಲಿ ಮಗುಳಳುಹಿದನು ಮಣಿಶಿರವಾ।

II. (a) ಕೆಳಗಣ ಮಾತುಗಳ ಅರ್ಥವೇನು ?

1. ತೀರದೆ ವಿಾರಿ ಬಂದಾಗ ಹಸಿಗೊಂಡವನು ಪಾಪಮಾಡದೆ ಇರುವನೋ ? 2. ಈ ಅರಸನಿಗೆನಾನು ಕೀಳು ಕೋರಲಿಲ್ಲ - 3. ಶ್ರೇಷ್ಟ ಸುಬಾಂಧವರ್ಧನಿಕರಿರ್ದುದರಿಂದೆ ನಿಕೃಷ್ಟನೇಂ ಫಲಂಪ್ರೇಷ್ಟ ದಿನಾಂಪನ್ ? 4. ಉನ್ನತ ಸದ್ಗುಣಾ ಭರಣನೆಂದಿಗುವೆಲ್ಲಿಗುಮಾರಿನಾಂತೊಡಂಬನ್ನ ಮನೇಕ ರೂಪನೆನೆ ಸರ್ವಜನ ಪ್ರಿಯಕಾರಿ ಯಾದಪಂ.

(b) ಕೆಳಗಿನ ಮಾತುಗಳ ತಾತ್ಪರ್ಯವನ್ನು ಮಾತ್ರವೀ ಬರೆಯುವುದು:—

1. ದಾರೀಲಿ ಹೋಗುವ ವ್ಯಾಜ್ಯವ ಕೊಂಡು ಕೊಳ್ಳುವುದು- 2. ಸ್ವರ್ಗದ ಕಾಮಿನೀ ಜನಕೊಡೆಯನಹನ್ - 3. ಶರಧಿ ಪರಿವೃತವಲಯದವ ನೀಶ್ವರರ ಮಕುಟಮರೀಚಿ ಮಂಜರಿ ಚರಣನಖ ಮುಕುರಂಗಳಲಿ ಬಿಂಬಿಸುವುದನವರತಾ.

(c) ಕೆಳಗಿನ ಪದಗಳ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ :—

ಪಿಮಾರಿ ಇರು ; ಏಕೀಭವಿಸಿ ಇರು ; ಪ್ರಗಲ್ಭ ; ಪ್ರೇಯಸಿ ; ಜಳ್ಳಡೆ ; ಪೆರೆ ; ವಲ್ಮೀಕ ; ವರ್ಣಸಂಮಿಶ್ರ.

III. 1. ಸಾರಬಲಂ ವೃಕೋದರನೆ ತಾಂವನವಾಸದ ಕಷ್ಟಕಾಲದೊಳ್। ಕ್ರೂರಭುಜಂಗಮಂ ಪಿಡಿಯೆಕಟ್ಟಗೆ ಶಿಲ್ಕಿದನತ್ತೆ ಸನ್ಮತೀ॥ ಇಲ್ಲಿ ಸೂಚಿಸಲ್ಪಟ್ಟ ಚರಿತ್ರೆಯು ಯಾವದು ? 2. ಉತ್ತಮರಾದಭೀಷ್ಮ ಪುರುಭಾರ್ಗವ ರಾಮ ರಥೂಾದ್ವಹಾದ್ಯರೇಂ । ಪೆತ್ತವರಾಜ್ಞೆಗೈದು ಪರಿನಿಷ್ಟಿತಕೀರ್ತಿಗಳತ್ತೆ ಸನ್ಮತೀ । ಇದರಲ್ಲಿ ಹೆಸರಿಸಲ್ಪಟ್ಟ ನಾಲ್ಕು ಮಂದಿಯು ತಮ್ಮಹೆತ್ತವರಾಜ್ಞೆಯುಮೇರೆಗೆ ಏನೇನು ಮಾಡಿದರೆಂಬುದನ್ನು ಸಂಕ್ಷೇಪವಾಗಿ ಬರೆ

ಯುವದು. 3. ದಶಕಂಧರ, ಬಲಾರಿ, ಅರವಿಂದನಾಭ,- ಕುಂಭಜ ಇವು ಯಾರ ಹೆಸರುಗಳು ? ಈ ಹೆಸರುಗಳು ಬರುವುದಕ್ಕೆ ಕಾರಣವೇನು ?

IV. 1. ನವೆ, ನಾವೆ ; ಆಕರ, ಆಕಾರ ; ಅಲರು, ಎಲರು ; ಅಟ್ಟೊಡಂ, ಅಟ್ಟಿದೊಡಂ ; ಅಡರು, ಎಡರು ; ನೀರದ, ನೀರಜ - ಇವುಗಳ ಅರ್ಥಭೇದವನ್ನು ತಿಳಿಸಿರಿ. 2. ಉರಗೆ, ಅಬುದ, ಪರಂತಪ, ಸುದತಿ - ಈ ಪದಗಳ ಅವಯವಾರ್ಥ ಬರೆಯಿರಿ. 3. ಅರ್ಥ, ಜೀರ್ಣವಾಗು, ಕರೆಯು, ವರ್ಷ, ಅನ್ವಯ, ಅರಿ-ಈ ಶಬ್ದಗಳಗುಳ್ಳ ನಾನಾರ್ಥಗಳನ್ನು ಬರೆಯುವದು

V. 1. "ಧರೆಯೊಳಗೆ ಹೆಸರಾದುದಾ ಭೂವರ ಶಿರೋರತ್ನಂಗೆ ದಶರಥನೆಂಬ ಗುಣನಾಮಾ." ಗುಣನಾಮವೆಂಬುದು ಹ್ಯಾಗೆ ? 2. "ಎಂದು ಮೂವರು ಮುನಿಗಳಜನೃಪ ನಂದನನ ದುಗುಡವ ಪರಿಹರಿಸಿ" ಈ ಮೂವರು ಮುನಿಗಳ್ಯಾರು ? 3. ಧನಹೋಗುವುದಕ್ಕೆದಾರಿಗಳು ಮೂರೆಂದು ಪಂಚತಂತ್ರದಲ್ಲಿ ಹೇಳಯದೆ. ಆ ಮೂರು ದಾರಿಗಳ್ಯಾವವು ? 4. ಸುಜನ ದುರ್ಜನರ ಸ್ನೇಹವು ಪಂಚತಂತ್ರದಲ್ಲಿ ಹ್ಯಾಗೆ ವರ್ಣಿಸಲ್ಪಟ್ಟದೆ ? 5. ಪಂಚತಂತ್ರದಲ್ಲಿ ಹೇಳಲ್ಪಟ್ಟ ಮೇರೆಗೆ ಶತ್ರುಲಕ್ಷಣ ಮಿತ್ರಲಕ್ಷಣಗಳ್ಯಾವವು ? 6. ಸಂತರ ಮೃತ್ರಿಯನ್ನು ಸನ್ಮತಿಶತಕದಲ್ಲಿ ಯಾವ ನಿದರ್ಶನದ ಮೂಲಕವಾಗಿ ವಿಶದ ಪಡಿಸಿಯದೆ ?

VI. 1. ಅಸಡ್ಡೆ, ಜೋಸ್ಯರು, ನಿಬ್ಬರ, ಜೊನ್ನ ವಕ್ಕೆ, ಕೋಗಿಲೆ, ಜೇರ - ಇವುಗಳು ಹುಟ್ಟಿದ ತತ್ಸಮ ಪದಗಳನ್ನೂ, 2. ವರ್ಣ, ವಲ್ಲಿ, ಧೂಕ, ವಂಧ್ಯಾ, ಪ್ರಾಕಾರ, ತಾಮರಸ - ಇವುಗಳಿಂದ ಹುಟ್ಟಿದ ತದ್ಭವ ಪದಗಳನ್ನೂ, 3. ಮಿಕ್ಕ, ನೊಂದು, ತಂದಿತು, ಸಂದು, ಆಂಪನ್, ಸತ್ತಿತು- ಈ ಕ್ರಿಯಾಪದ ರೂಪಗಳ ಧಾತುಗಳನ್ನೂ ಬರೆಯಿರಿ. 4. ಇಂಗಡಲ್, ಸುಹೃಲ್ಲಾಭೆ, ಪೇರುರಿ, ದಿಬ್ಮಂಡಲ, ತಪೋಗ್ರಹ, ತಿರ್ಯಗ್ಜಂತು, ಅಡಂಬೊಲ - ಈ ಸಮಾಸಗಳೊಳಗಣ ಪೂರ್ವಪರ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವದು. 5. ಕಡೆಯುವ+ ಕೋಲು, ಪರಮ+ಋಷಿತ್ವ, ಕರಿಯ+ಹಕ್ಕಿ, ವಾಕ್+ಮೂಲ - ಇವುಗಳನ್ನು ಸಮಾಸಮಾಡಿ ಬರೆಯುವದು. 6. ಆಗಿಪಳ್, ಪೋದೊಡೆ, ಕೂಡುಗುಮೇ, ನಿಲುಗೆ, ನೋಣಮುಮ್-ಇವುಗಳನ್ನು ಹೊಸ ಕನ್ನಡದಲ್ಲಿ ಬರೆಯಿರಿ. (ಅರ್ಥ ಬರೆಯುವುದು ಬೇಡಾ). 7. "ಪ್ರಭು" ಎಂಬ ಶಬ್ದದ ಬಹುವಚನದಲ್ಲಿ ಹಳೆಗನ್ನಡ ವಿಭಕ್ತಿರೂಪ ಮಾಲೆಯನ್ನು ಬರೆಯಿರಿ.

VII. ಸನ್ಮತಿಶತಕವು ಯಾವ ವೃತ್ತದಲ್ಲಿ ಬರೆಯಲ್ಪಟ್ಟಿದೆಯೋ ಆ ವೃತ್ತದ ಲಕ್ಷಣಗಳನ್ನು ಬರೆಯಿರಿ.

VIII. ಕೆಳಗಣ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಾಕರಣ ವಿಧಿಗಳಿಗೆ ವಿರುದ್ಧವಾದ್ದೇನಾದರೂ ಇದ್ದರೆ ಅದನ್ನು ಸಕಾರಣವಾಗಿ ತೋರಿಸಿರಿ; ವಿರುದ್ಧವೇನೂ ಇಲ್ಲದಿದ್ದರೆ ಕಾರಣಗಳನ್ನು ಹೇಳಿ :—

1. ನೀರುಳ್ಳ ಮೇಘವು ಚಾತಕಗಳಿಗೆ ರಕ್ಷಕನು. 2. ಸಾಮದಿಂದ ಎಲ್ಲಾ ಕಾರ್ಯಗಳೂ ನೆಟ್ಟಗೆ ಆಗುವುದು. 3. ಐದು ದಿವಸದಲ್ಲಿ ನಿಮ್ಮಿಳಗೆ ಬಗೆ ಹರಿಸಿ ಕೊಳ್ಳಿ. 4. ನಾನು ಆಹಾರಾ ತಿನ್ನದೆ ದೇಹವನ್ನು ಬಿಡುವೆನು. 5. ಧನವಂತನು ವಿವೇಕಿಯಾದರೆ, ರತ್ನದೊಂದಿಗೆ ಚಿನ್ನ ಶೇರಿದ ಹಾಂಗೆ ಶೋಭಿಸುವುದು.

ಕೆಳಗಿನ ಮಾತುಗಳ ವರ್ಣಯೋಜನದ (Spelling) ಲ್ಲಿ ತಪ್ಪುಗಳಿದ್ದರೆ ತಿದ್ದಿ ಬರೆಯುವದು :—

1. ನಾವುಎತ್ನಿಸಿದ ಕೆಲಸ ಕೂಡಿಬಂತು. 2. ಬೆಳಗಂಜಾವದಲ್ಲಿ ಎದ್ದು. 3. ಅವು ಬಲೆ ಎಲ್ಲಾದರೂ ಶಿಕ್ಕಿಕೊಳ್ಳ ಬೇಕು.

IX. (*a*) ————ಸಮಾನವಾದ ನಿಕ್ಷೇಪವಿಲ್ಲ.————ಸಮವಾದ ಸುಖವಿಲ್ಲ.————ಸರಿಯಾದ ಭೂಷಣವಿಲ್ಲ.————ಈಡಾದಲಾಭವಿಲ್ಲ. (*b*) ಆಪದದೊಳ್————, ಅಂಚಿತ ಸಂಪದದೊಳ್————, ಕ್ಷ್ಮಾಪಸಭಾಂತರಾಳದೊಳ್————, ಆಜಯೊಳ್————, ಜಸದೊಳ್————, ————ಸುವಿದ್ಯೆಯಲ್ಲೀ ಪರಿಯಿರ್ಪದಲ್ತೆ ಸುಜನರ್ಗೆ ಕರಂ ಸುಗುಣಾಳಿ.

ಇಲ್ಲಿ ಶೋಪಮಾಡಿರುವ ಪದಗಳನ್ನು ಬರೆಯಿರಿ.

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

KANARESE: TRANSLATION AND COMPOSITION.

I. Translate into Kanarese :— [See Urdu Translation paper, page xxxv.]

II. Translate into English :—

1. ನೊಂದುದಲ್ಲಾ ಕ್ರೌಂಚಪತಗ ಪು
ರಂದರನು ತಾನೆನುತ ಮನದಲಿ

ನೊಂದು ನಯನದೊಳೊಸರಿ ಸೂಸಿದ ವಶ್ರುಧಾರೆಗಳು
ಒಂದು ನಿಮಿಷಕೆ ವಿಹಗಪತಿಬಳಿ
ಕೊಂಡಿದುದು ಮರಣವನು ಕೇಳರ
ವಿಂದಮುಖಿಕೋಕಿಸಿದ ನಾಮುನಿನಾಥ ಮರುಕದಲಿ॥

2. ನ್ಯಾಯದೆದೆ ನೋಡಲೆಂತು ನೆರೆಜಾಣನುಮಾದೊಡಮಾನರಂಗೆ ಸಂ
ಧಾಯಕನಾದ ನೋರ್ವನುಪಕಾರಿ ಸಮಂತಿರೆಪೇಳ್ಳು ಮೆಂತೆನಲ್
ಈಯಿಳೆಯಲ್ಲಿಯತ್ತೆ ಬಿಳುಗಾರಮನಾನದೆ ಬೆಚ್ಚದುತ್ತಮ
ಚ್ಛಾಯೆಯನಾಂತುದಾದೊಡೆಯುಮಾಯಪರಂಬೆಯದಾಗಿಸನ್ಮತೀ॥

3. ಸಾಹಸವಿಲ್ಲದವನ ಬಾಳು ಯಾತಕ್ಕೆ ? ಶೂರನಾದವನು ಭುಜಬಲ ದಿಂದ ವಿಜೃಂಭಿಸಿ ಶತ್ರುಸಮೂಹಗಳನ್ನು ಕೊಲ್ಲುವನು, ಇಲ್ಲವೆ ತಾನು ಸಾಯಲಾದರೂ ಸಾಯುವನು. ಹೇಡಿಗಳು ಸ್ವಲ್ಪಹೊತ್ತುಯುದ್ಧ ಭೂಮಿಯಲ್ಲಿ ನಿಂತು ಜಯವನ್ನು ಪಡೆಯಲಾರದೆ ಓಡಿ ಹೋಗುವರು. ಮೃತ್ಯು ಸಮೀಪಿಸಿದಾಗ ಶರೀರವನ್ನು ಬಚ್ಚಿಟ್ಟು ಕೊಳ್ಳಲಿಕ್ಕೆ ಆದೀತೇ ? ಈ ಲೋಕದಲ್ಲಿ ಹಗೆಗೆ ಯಾರಿಗೂ ಕಮ್ಮಿಯಿಲ್ಲ. ಅಂಥಾ ಹಗೆ ಬಲವಂತವಾದ್ದಾಗಿದ್ದರೆ, ತನಗೆ ತಕ್ಕನಾದ ಸಹಾಯವನ್ನು ಶೇರಿಸಿಕೊಂಡು ಹಗೆಯಾಳಗಳನ್ನು ಸಾಧಿಸಬೇಕು. ತಾನು ಬಲವನ್ನು ಶೇರಿಸಿ ಕೊಳ್ಳುವದಕ್ಕಿಂತ ಮುಂಚೆ ಹಗೆಗಾರನು ಸಮಯನೋಡಿ ಎದ್ದು ಬಂದಲ್ಲಿ ತಾನು ಮುಖವ ತಪ್ಪಿಸಿಕೊಳ್ಳದೆ ಹಗೆಗಾರನಮೇಲೆ ಬಿದ್ದು ಅವನನ್ನಾದರೂ ಕೊಲ್ಲ ಬೇಕು, ತಾನಾದರೂ ಸಾಯಬೇಕು; ಓಡಿ ಹೋದಲ್ಲಿ ಚಿರಕಾಲ ಬಾಳ ಬಹುದೇ? ಎಂದಾವರೂ ಸಾವುತಪ್ಪದು ಎಂದು ಪ್ರಾಜ್ಞನಾದವನು ಧೈರ್ಯತಾಳುವನು. 4. ಹುಡುಗರು ಚಿಕ್ಕಂದಿನಲ್ಲಿ ಸೃಷ್ಟಿಯೊಳಗಿನ ಪದಾರ್ಥಗಳನ್ನು ನೋಡಿ ಅವುಗಳ ವಿಷಯದಲ್ಲಿ ಬೇಗನೆ ವಿಚಾರಮಾಡ ಹತ್ತಿದಷ್ಟು ಒಳ್ಳೆ ದೇಸರಿ ಇದರ ಸಲುವಾಗಿ ಸಣ್ಣ ಹುಡುಗರು ಚಮತ್ಕಾರದ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಾಡ ಹತ್ತಿದಾಗ, ಹುಡುಗರು ಏನು ಗಲಿಬಿಲಿ ಹಚ್ಚುತ್ತಾರೆಂತಲೂ, ಸುಮ್ಮನೇ ಬೇಸರಕೀ ಕೊಡುತ್ತಾರೆಂತಲೂ ಅವರ ತಾಯಿ ತಂದೆಗಳು ಅವರ ಮೇಲೆ ಶಿಟ್ಟುಮಾಡ ಬಾರದು ; ಹಾಗೆ ಪ್ರಶ್ನೆ ಮಾಡುವುದಕ್ಕೆ ಅವರನ್ನು ಹೆಚ್ಚೆಚ್ಚಾಗಿ ಹುರಿದುಂಬಿಸ ಬೇಕು.

III. Render into appropriate English :—

1. ಈ ಸರಕಾರವು ಧರೆಯಲ್ಲಿರುವ ಜನರಿಗೆ ತೌರಮನೆಯಾಗಿದೆ;

ಸಾಕುವಂಥಾ ಭಾರ ಥೊರೆತನ ಮಾಡುವಂಥಾ ಖಾವಂದರ ಪಾಲಿಗೆ ಕೂಡಿಯಿದೆ. 2. ಎಷ್ಟು ಶ್ರಮಕರವಾದ ಜನ್ಮವಾಗಿದ್ದಾಗ್ಯೂ ಪ್ರಾಣಿಗಳು ಆಶ್ರಮವನ್ನಾದರೂ ಸಹಿಸಿಕೊಂಡು ಇರುವರೇ ಹೊರತು ಸಾಯುವುದಕ್ಕೆ ಅಪೇಕ್ಷಿಸುವುದಿಲ್ಲ. 3. ಒಂದು ದಿವಸ ನಂಟ, ಮರುದಿವಸ ಬಂಟ, ಮೂರನೇ ದಿವಸ ಕಂಟ.

IV. Write an essay in Kanarese on *one* of the following subjects:—

(1) On rivers, describing some of their chief uses. (2) The importance of attending to little things.

(1) ನದಿಗಳಿಂದುಂಟಾಗುವ ಪ್ರಯೋಜನಗಳಲ್ಲಿ ಕೆಲವನ್ನು ವಿವರಿಸಿ ನದಿಗಳನ್ನು ಕುರಿತಾಗಲೀ. (2) ಅಲ್ಪವಿಷಯಗಳಿಗೆ ಲಕ್ಷ್ಯಕೊಡುವುದರ ಮಹತ್ವವನ್ನು ಕುರಿತಾಗಲೀ, ಕನಡದಲ್ಲಿ ಒಂದು ಉಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOK AND GRAMMAR.

I. 1. തുള്ളിപ്പാട്ട പലമട്ടായിട്ടുള്ളവയിൽ ഓരൊന്നിന്നുദാഹരണമായിട്ടു ഒരം രണ്ടുവരികൾ എഴുതുക.

2. "കൃഷ്ണാർജ്ജുന വിജയം" എന്ന ശബ്ദത്തിനെന്തർത്ഥം? ഈ കവിതയുണ്ടാക്കിയ ആളുടെപെരും ചുരുക്കത്തിൽ കഥയും ഇതരകവിതകൾ ഇന്നവയെന്നും എഴുതുക.

II. വിട്ടുകളഞ്ഞ പദങ്ങളെ കൂട്ടിചെർത്ത കീഴ്ക്കാണുന്ന വരികളെ പൂരിപ്പിക്കുക.

1. ഇന്ദ്രൻതാനും..... .....
   വന്നു.....കാണാമെല്ലൊ.
2. ശത്രുകരത്താ.....തവ
   .....നുണ്ടു പ്രയാസം
3. നശിച്ചു പാണ്ഡവരെങ്കിൽ..... .....
   .....തുണച്ചു എന്നതും വന്നു.
4. ബാണംകണ്ടു.....ഓട്ടം
   ആണല്ലാത്തവനല്ല .....

III. സ്വവാചകത്തിൽ അൎത്ഥം പറയുക :

1. 'മദ്ദ്വൈതൊയം വിളങ്ങീടിന ശഫരമയം ലക്ഷ്മമസ്യ്രേ
ണഭീത്വാ
മാദ്ര്യാധീശാത്മജാം വെട്ടിതു ചതുരമഹാലക്ഷണാംലക്ഷ
ണാഢ്യാം
ഇത്യെവംചാരു ഭാൎയ്യാഷ്ടകമമിതഗുണശ്രേണി രമ്യംല
ഭിച്ച
ങ്ങത്യാനന്ദം രമിച്ചാനതി വിഭവമഹൊധന്യനാം വന്യ
മാലീ.'

2. 'കൃഷ്ണാകൈശാംബരാകൎഷണവിഷമദ ശാബാന്ധവൻ
സിന്ധുശായീ
കൃഷ്ണൻവൃഷ്ണി പ്രവീരൻ പുനരപിച പതിമൂന്നു വൎഷാ
വസാനെ
ദ്ധൃതൊഭ്രത്വാകരുണാം പുരികരുസുതനൊടുകതിയുക്തി
പ്രസംഗാൽ
ജാതക്രൊധംധരിച്ചാനരിഭടപടലീനശ്വരം വിശ്വ
രൂപം.'

IV. താഴെകാണുന്ന പദങ്ങൾകൊണ്ടു രണ്ടുമണിപ്രവാളശ്ലൊകങ്ങൾ ഉണ്ടാക്കപ്പെട്ടിരിക്കുന്നു. ആ ശ്ലൊകങ്ങളെ വൃത്തക്രമത്തിൽ ശരിയായി എഴുതുക.

1. ഞാൻ ഇങ്ങനെ അങ്ങുചെന്നാൽ അന്തൎജ്ജനത്തൊട എന്തൊന്നുരചെയ്യുവെണ്ടു - കഷ്ടംഞാനക്കഥ ഓൎത്തില. കുടുംബമെല്ലാം എന്നെപ്പാൎത്ത അങ്ങിരിക്കുന്നു.

2. കിഞ്ചനവൎത്തമാനംകെട്ടീലയൊ? മെലിൽ നാട്ടിൽ പൊറുപ്പാനെല്ലുതല്ല. ഒരുയാദവൻ വെട്ടുക്കുപൊയാൻപൊൽ അവൻ ക്രൂട്ടം പിരിഞ്ഞിട്ടെകനായി.

V. 1. നരകൻ - പൌണ്ഡ്രകൻ - ശതധന്വാവ - ചിത്രലെഖാ- ഇവരെക്കുറിച്ച ഓരൊ സൂചകങ്ങൾ എഴുതുക.

2. സന്താനഗൊപാലം കഥാസംഗ്രഹം പറയുക.

VI. 1. താഴെകാണുന്ന വാക്യങ്ങൾ ഏതെതു കാൎയ്യത്തിനു ഉദാഹരണമായിട്ടാണ വ്യാകരണത്തിൽ പറഞ്ഞിരിക്കുന്നതു.

1. പകൽ കക്കുന്നവനെ രാത്രികണ്ടാൽ.
2. കെട്ടിയിട്ട നാൎക്കുപ്പയെല്ലാംചൊറു.
3. ഭൂതകുതുകം ചിരിച്ചാൻ.
4. പുള്ളിപ്പുലിത്തൊൽ.
5. ആചാരമല്ലാത്ത വല്ലാത്തമൊഹം.

2. താഴെകാണുന്ന വാക്കുകൾ ഏതെതു സംസ്കൃതശബ്ദങ്ങൾ ഭ്രഷിച്ചുണ്ടായവ ?

മെടം.	ആയില്യം.	തെവാരം.
ഇടവം.	ഓണം.	അരക്ക.
മകയിരം.	തീപെട്ടി.	
ആതിര.	തെവതാരം.	

3. "ഒളിച്ചുചെന്നു വിവിദൻ മഹാബലൻ" - ഇതിൽ സവ്വപദങ്ങളെയും വ്യാകരിക്കുക.

VII. നിഗ്രാണൻെറ വ്യാജമരണത്തെ വിവരിക്കുക.

VIII. ലൊപം - ശാരിക - പുനരുത്ഥക്രിയ - ഗുണം - വൃദ്ധി - തദ്ധിതം - ആത്മനെപദം - സുബന്തം - ബഹുവ്രീഹി - ഉൽപ്രെക്ഷ - ഇവയെന്ത ?

IX. താഴെകാണുന്ന വാക്കുകൾക്ക അൎത്ഥം പറയുക.

ഉപെയിവാൻ.	അവസൽ
സമായയൊ.	ധൎമ്മൈകലൊലൻ
സുവൎണ്ണസാലാ.	ഉട്ടിലീപെ.
ചക്രവാളം.	ഇന്ദ്രജാലം.
ശിവദിജാശിസ്സ.	ഓജസ്സ.

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

MALAYALAM: TRANSLATION AND COMPOSITION.

I. Translate into Malayalam :—[See Urdu Translation paper, page xxxv.]

II. Translate into English .—

1. പലപലവിശിഖങ്ങളയച്ചീടുന്നു
ഫലമില്ലെന്നിരിവരും നിനച്ചീടുന്നു

യദുപതിമുഖമൊന്നു കറുത്തീടുന്നു
അതുകണ്ടു വിജയനും ചെറുത്തീടുന്നു
അനിലജനൊരു മയൊടണഞ്ഞീടുന്നു
അനവധിശരങ്ങളും പൊഴിച്ചീടുന്നു
തരണിജനവയെല്ലാം മുറിച്ചീടുന്നു
അനവധികബന്ധങ്ങൾ നിറഞ്ഞീടുന്നു
കഴുക്കളും ശ്വനികളും നിറഞ്ഞീടുന്നു
ജലധിയുംകലങ്ങി മറഞ്ഞീടുന്നു
ഗിരികളും വടിവൊടു കലുങ്ങീടുന്നു
വനതലമൃഗമെല്ലാം ഭ്രമിച്ചീടുന്നു
പടയുടെ വിധമൊന്നു പകന്നീടുന്നു
ഇടയിടെവിജയനും വലഞ്ഞീടുന്നു
കഠിനമായിമുകുന്ദനും വലഞ്ഞീടുന്നു.

2. ശുദ്ധബ്രഹ്മംപ്രവെശിച്ചിതു ബതമതിമാനാശ്രുഗംഗാത
നുജൻ
സിദ്ധാന്തം ഹന്തസാധിച്ചിതു സകലമലം ധർമ്മവാൻ
ധർമ്മജന്മാ
സാധിപ്പിച്ചു മുകുന്ദൻ പുനരവനു മുദാതത്രൂന്നശ്വമെധം
സാധുശ്രീദ്വാരകായാം പുരിപരമസുഖം മെവിനാൻ
കെവലാത്മാ.

3. മുമ്പിൽ ഗമിച്ചീടിനഗൊവു തൻെറ
പിമ്പെഗമിക്കും ബഹുഗൊക്കളെല്ലാം
ഒരുത്തനുണ്ടാക്കിന ദുഷ്പ്രവാദം
പരത്തുവാനുള്ളകളുണ്ട സംഖ്യം.

4. എൻെറ ആയുസ്സിൻ നാളുകൾ മുഴുവനും വെണ്ടുമ്പൊ ൾ ബഹുമാനിക്കയും വണങ്ങുകയും ചെയ്യുന്നവനുമായ നിങ്ങളുടെ മകൻ തന്നെഎന്നു എനിക്കു പൂർണ്ണ നിശ്ചയം വന്നിരിക്കുന്നു.

5. ആരാൻെറ കായ്യാദികളിൽ കയ്യിട്ടു അയൽവക്കത്തുള്ള കുഡുംബങ്ങളിൽ കലഹങ്ങളും ഭിന്നങ്ങളും ഉണ്ടാക്കിത്തീൎത്തു സമാധാനത്തൊടെ ഇരിക്കുന്ന ജനങ്ങളാൽ കഴിയുന്ന ഉപദ്രവങ്ങളൊക്കയും വരുത്തുന്നവൎക്കുള്ള ശിക്ഷ ഇതാകുന്നു എന്ന അവർ തിണ്ണം വിളിച്ചുപറഞ്ഞു.

6 ദൃഷ്ടമനസ്സ്യതുടെ അസൂയക്കും വെണ്ടാവൃത്തിക്കും ഒരു അമർച്ചവെക്കാതിരിക്കുന്ന അവസ്ഥകണ്ടു സഹിപ്പാൻ പാടില്ലാത്ത കളങ്കമററാതു ഹൃദയത്തിൽനിന്നു ഈനിങ്ങടെ ആഗ്രഹം പുറപ്പെട്ടുവരുന്നതുകൊണ്ടു അതു നല്ലതെന്നു ഞാനും നിശ്ചയമായി സമ്മതിക്കുന്നു.

III. Write an essay in Malayalam on *one* of the following subjects :

(1) On rivers, describing some of their chief uses. നദികൾ, അവകളുടെ മുഖ്യ ഉപയോഗങ്ങൾ. (2) The importance of attending to little things ചെറുകാൎയ്യങ്ങളെ ദൃഷ്ടി വെക്കെണ്ടുന്നതിന്റെ മുഖ്യഅവിശ്രം. ഇതിൽ ഏതെങ്കിലും ഒരു സംഗതിയെക്കുറിച്ചു ഒരു പ്രസംഗം എഴുതുക.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA : TEXT-BOOKS AND GRAMMAR.

I. (କ) ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନଙ୍କର ବିଶଦ ବ୍ୟାଖ୍ୟା କର :—

1. ଅନ୍ତର କବାଟିତ ଗୃହି ଅବସନ୍ନା ହୋଇ କୁମୁଦମାନାୟକ ଚନ୍ଦ୍ର ଅସ୍ତ ହେଲା ଉତ୍ତାରେ, ଲଘୁପତନକ ନାମରେ ଗୋଟାଏ କାକ ଜ ଗ୍ରତ ହୋଇ ବେଖିଲା କି ଦ୍ୱିତୀୟ ଯମ ତୁଲ୍ୟ ଜଣେ ବ୍ୟାଧ ଭ୍ରମଣ କରୁ ଅଛି ।

2. ମନୁଷ୍ୟ ସଂଶୟମୁକ୍ତ ନୋହିଲେ ମଙ୍ଗଳ ଦେଖେ ନାହିଁ, ମାତ୍ର ସଂଶୟାପନ୍ନ ଲୋକ ଯେବେ ବଞ୍ଚେ ତେବେ ମଙ୍ଗଳ ଦେଖଇ ।

3. ପାରମାର୍ଥିକ ଲୋକେ ଧର୍ମ ବିଷୟରେ ଶୋଭନ ବ୍ରାହ୍ମଣକୁ ପ୍ରମାଣ କରନ୍ତି ନାହିଁ ।

4. ଶରୀର ଆଉ ଗୁଣ ଉଭୟର ଅତ୍ୟନ୍ତ ଅନ୍ତର ।

5. ବସ ମଧ୍ୟରେ ଯେ ଅପ୍ରଧାନ ସେ କି ଜୀବିତ ଲୋକଙ୍କ ମଧ୍ୟରେ ଗଣନା ହୁଏ ?

6. କୌଣସି ଅସାଧୁ ଲୋକ ଆଶ୍ରୟ ପଦାର୍ଥ ସୌନ୍ଦର୍ଯ୍ୟ ହେତୁରୁ ଶୋଭା ପାଏ । (ଖ) ପଥିକ ଯେଉଁ ଚିନ୍ତା କରୁଁ ଓ ବ୍ୟାଧ ଦ୍ୱାରା ଧୃତ ଓ ଭକ୍ଷିତ ହେଲା ସେହି ଚିନ୍ତାର ସାରାଂଶ ଲେଖ । (ଗ) କେଉଁ ଦୁ ପ୍ରକାର ଲୋକ ଦୁଃଖ ଭୋଗ କରନ୍ତି ? (ଘ) ଉତ୍ତମ ଲୋକଙ୍କର ପ୍ରକୃତସିଦ୍ଧ ଲକ୍ଷଣମାନ

କଅଣ ? (ଙ) କେଉଁ ଜ ବୋଲେ ଐଶ୍ୱର୍ଯ୍ୟାଭିଳାଷୀ ଅବଶ୍ୟ ପରିତ୍ୟାଗ କରିବ ?

II. (କ) କେଉଁ ସ୍ଥଳରେ ସୁହୃଦ୍ଭେଦ କର୍ତ୍ତବ୍ୟ ଯୁ ଶିକେଉଁ ସ୍ଥଳରେ ଅକର୍ତ୍ତବ୍ୟ ? (ଖ) ତୁମ୍ଭ ପାଠ୍ୟ ପୁସ୍ତକରେ ଥିବା ସୁହୃଦ୍ଭେଦର ମୂଳ କଥା କତିପୟ ପଂକ୍ତିରେ ବିବୃତ କର । (ଏକ ପୃଷ୍ଠାର ଅଧିକ ଲେଖିବା ଅନାବଶ୍ୟକ) (ଗ) 1. "ଅବ୍ୟାପାରରେ ବ୍ୟାପାର ଆପଦ୍‌ଜନକ" ଯୁଣି 2 "ଯୋହାର ବୁଦ୍ଧି ତାହାର ବଳ" ଏହି ମତଦ୍ୱୟର ସମର୍ଥକ କଥାମାନ ତୁମ୍ଭ ପୁସ୍ତକରୁ ଲେଖ ।

III. (କ) ନିମ୍ନଲିଖିତ ପଦ୍ୟମାନଙ୍କର ସରଳ ବ୍ୟାଖ୍ୟା କର :—

1. ଯେଣୁ ଆମ୍ଭେ ସମୀହିତକୁ ନ ଲଭିଲୁଁ ରାଜନ । ତୁମ୍ଭର ନୁହଇ ସେ ଦୋଷ ଆମ୍ଭ କର୍ମର ଗୁଣ । ଦବସେ ଉଲୂକ ଯଷ୍ଟିକ ନ ଦେଖିଲାଟି ଯେବେ । କସ ଅପଗ୍ଧ ବୋଲ ଅଂଶୁମାଳିର ତେବେ ।

2. ଲକ୍ଷ୍ମୀ-ବ୍ୟବହାର କୁଳମାଣ୍ଡକର ଚିନ୍ତା ସନ୍ତାପନକାରୀ । ପ୍ରମାଦଜନନ ଶୁଭ୍ରଧ୍ୱଂସନ ମୀତଜନ ପ୍ରୀତିକାରୀ । ସ୍ମୃତି ବିନାଶନ ଶୌଚ ଶିଳ୍ପ ଜ୍ଞାନବିଧ୍ୱଂସନଯେଉଁ ମଦ । ତାହାର ଆସ୍ୱାଦ କରଣ ପ୍ରମୋଦ ବହିବା କେଉଁ କୋବିଦ ।

3. ଅନ୍ୟ ଶ୍ରେୟକୁ ଯେ କରନ୍ତି ତାପେ । ଆପେ ରହିଥାନ୍ତି ଯୁଣି ଆତପେ । ପରର ଅର୍ଥରେ ଯଳନ୍ତି ଫଳ । ତହିଁ ଥାଏ କସ ତାଙ୍କର ଫଳ ।

(ଖ) 1. ତିର୍ଦ୍ଦିତ ପଦ୍ୟ କେଉଁ ସ୍ଥଳରେ ଲିଖିତ ଯୁଣି ଏହି ସମ୍ଭାଷଣ କାହା ? ମଧ୍ୟରେ କେଉଁ ସମ୍ବାଦରେ ହେଲା ? (ଗ) 2. ଅଉ 3. ତିର୍ଦ୍ଦିତ ପଦ୍ୟମାନଙ୍କର ରେଖାରୂଢ଼ ପଦମାନଙ୍କର ଅନ୍ୱୟ ଲେଖ ।

IV. (କ) ତା ବେଶି ଗୃହସ୍ଥ ଦ୍ୱିଜ ହୋଇଲା କୁପିତ । ନିଜ-ବ୍ରାହ୍ମଣୀକ କଲା ଘରୁ ବହିଷ୍କାରିତ । ଯାଅ ଯାଅ ମୋର ଘରୁ ବ୍ରହ୍ମ ବିଦ୍ୟାଭିମାନୀ । ଏ କଥା କହି ବେତାଳ ପଗ୍ଭରେ ଯୁଣି ।। ଏ ବ୍ରହ୍ମ ହତ୍ୟା ପାତକ ହୋଇବ କାହାର ? ଏ ପଦ୍ୟ କେଉଁ ସ୍ଥଳରେ ଲିଖିତ ? ଏଥିରେ ସୂଚିତ ହେବା କଥା ସଂକ୍ଷେପରେ ଲେଖି ବେତାଳ ପଗ୍ଭରିବା ପ୍ରଶ୍ନର ଉତ୍ତର ଲେଖ । (ଖ) ଚଣ୍ଡିକେଳି, ବସନ୍ତ ଏମାନଙ୍କର ଲକ୍ଷଣ ଲେଖ କି ଅବା ଏ ସ୍ଥଳମାନଙ୍କରେ ଲିଖିତ ହେବା ଗୋଟିଏ ଗୋଟିଏ ପଦ୍ୟ ଉଦ୍ଧୃତ କର ।

V. (କ) ଯେ ମିଶି ଚକ୍ଷୁଦ୍ୱୟ ପ୍ରୀତି ରସର ସ୍ଥାନ ଓ ଚିତ୍ତର ଆନନ୍ଦ ଜନକ ଆଉ ସୁଖ ଦୁଃଖର ପାତ୍ରି, ଏ ପ୍ରକାର ମିଶି ଦୁର୍ଲଭ—ଏହି ବାକ୍ୟରେ ଥିବା ବିଭିନ୍ନ ପଦମାନଙ୍କୁ ସମସ୍ତ-ପଦରେ ପରିଣତ କରିବାକ୍ୟଟି ପୁନର୍ବାର ଲେଖ ପୁଣି ତୁମ୍ଭ ରଚିତ ସମସ୍ତ-ପଦମାନଙ୍କର ସମାସ ଓ ସମାସବାକ୍ୟ ଲେଖ। (ଖ) ଭକ୍ଷ୍ୟ, ଅଧ୍ୟୟନ, ଗୋପ୍ତ୍ର, ଓ ଉଦ୍ଭିଦ ଏମାନଙ୍କର ବ୍ୟୁତ୍ପତ୍ତି ସହିତ ଅର୍ଥ ଲେଖ।

VI. (କ) କୋମଳ ଆଉ ବୀର୍ଯ୍ୟ ଏହି ଦୁଇଟି ଦିଶେଷଣ ବ୍ୟବହାର କରି ଆଦମ ଆଉ ସ୍ତ୍ରୀ ପ୍ରତ୍ୟେକ-ବିଶିଷ୍ଟ ବାକ୍ୟ ରଚନା କର। (ଖ) ନିମ୍ନ-ଲିଖିତ ଶବ୍ଦମାନଙ୍କର ପ୍ରଭେଦ ବୁଝାଇ ଦିଅ :—

1. ଆଜ୍ଞା, ଅନୁମତି। 2. ଦୋଷ, ଅପରାଧ, ପାପ। 3 ଗ୍ରାସ, ଆହାର। 4. ବସ୍ତ୍ର, ପରିଚ୍ଛଦ।

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

URIYA : TRANSLATION AND COMPOSITION.

I. Translate into Uriya:—[See Urdu Translation paper, page xxxv.]

II. Translate into English :—

(କ) ପୁନର୍ବାର ଦରିଦ୍ରତା ହେତୁରୁ ଲକ୍ଷ୍ମୀ ହୁଏ, ଲକ୍ଷ୍ମୀପ୍ରାପ୍ତ ଲୋକ ବଳହୀନ ହୁଏ, ବଳହୀନ ହେବାରୁ ପରାଭୂତ ହୁଏ, ପରାଭବରୁ ଅଜ୍ଞାନ ହୁଏ, ଅଜ୍ଞାନ ଲୋକ ଦୁଃଖ ଭୋଗ କରେ, ଦୁଃଖରୁ ବୁଦ୍ଧି ଭ୍ରଷ୍ଟ ହୁଏ ଏବଂ ତତ୍ପରେ ନଷ୍ଟହୁଏ। ଅତଏବ ଦେଖ କି ଆଶ୍ଚର୍ଯ୍ୟ, ଦାରିଦ୍ର୍ୟ ସବୁ ବିପତ୍ତିର ମୂଳ କାରଣ ଅଟେ। ବରଂ ମୌନବ୍ରତ ଭଲ, ମିଥ୍ୟା ବାକ୍ୟ ଭଲ ନୁହେ; ବରଂ ପ୍ରାଣତ୍ୟାଗସ୍ପୃହା ଭଲ, ଖଳ ବାକ୍ୟରେ ଆସକ୍ତି ଭଲ ନହେ; ବରଂ ଭିକ୍ଷା ଦ୍ୱାରା ଭୋଜନ ଭଲ, ପର ଧନ ଆତ୍ମାବନ ସୁଖ ଭଲ ନୁହେ, ବରଂ ଶୂନ୍ୟ ଗୋଶାଳା ଭଲ, ଶ୍ରେଷ୍ଠ ବୃକ୍ଷ ବୃଷଭ ଭଲ ନୁହେ; ବରଂ ବନବାସ ଭଲ, ଅନ୍ୟାୟି ରାଜାଙ୍କ ପୁରରେ ବାସ ଭଲ ନୁହେ; ବରଂ ପ୍ରାଣତ୍ୟାଗ ଭଲ, ଅଧମ ସମୀପକୁ ଯିବାର ଭଲ ନୁହେ।

(ଖ) ବିମନକ କହୁଅଛି, ଏହି ପ୍ରଭୁ ମଧୁରଭାଷୀ, ବିଷତୁଲ୍ୟ ଅନଃକରଣ, ଏହା ଆମ୍ଭେ ଜାଣିଲୁଁ; କାରଣକି, ଦୂରର ହସ୍ତ ପ୍ରସାର କରନ୍ତି, ଏବଂ ଚକ୍ଷୁ

ତ୍ର କର୍ତ୍ତ କର୍ତ୍ତ ହୁଏ, ପୁଣି ଅସ୍ତ୍ରରୁ ଅଧେ ଶ୍ରେଷ୍ଠ ବିଅନ୍ତି ଅଥଚ ନିର୍ଭର ଆଲିଙ୍ଗନରେ ତତ୍ପର ଏବଂ ପ୍ରିୟବାକ୍ୟ ପଗ୍ଭରବାରେ ଆଦର କରନ୍ତି ଆଉ ଚିତ୍ତରେ ଗୁପ୍ତରୂପେ ବିଷ ଥାଏ, ପୁନଶ୍ଚ ବାହ୍ୟରେ ମଧୁମୟ ଆହୁରି ଅଭିଶୟ ମାୟାବୀ, ଏକ୍ରତମାନର ନୃପତିଙ୍କ. ଯାହା ବୁଜିନ ଲୋକେ ଶିକ୍ଷା କରନ୍ତି? ତାହା ଉକ୍ତ ଅଛି ନିଦାଘ ସ୍ଥଳେ ପକ୍ଷୀ, ମତ୍ତ ହସ୍ତି ଗର୍ବ ନାଶ ନିମନ୍ତେ ଅଙ୍କୁଶ, ଦୁସ୍ତର ଜଳସମୂହ ତରିବା ଲାଗି ନୌକା, ଅନ୍ଧକାର ସ୍ଥଳରେ ପ୍ରଦୀପ; ଏହି ରୂପେ ଯାହାର ଉପାୟ ଚିନ୍ତା ବିଧାତା କରି ତାହାନ୍ତି ଏମନ୍ତ କୌଣସି ପଦାର୍ଥ ପୃଥିବୀରେ ନାହିଁ । କିନ୍ତୁ ଏହି କଥା ମନେ କରୁଅଛୁଁ, ଖଳାନ୍ତଃକରଣ ଲୋକର ଚରିତ୍ର ହରିବା ନିମନ୍ତେ ବିଧାତା ସୁଦ୍ଧା ଉଦ୍ଯୋଗୀ ହୋଇ ଅଛନ୍ତି ।

(ଗ) ଏକଥା ତାହାର ମନରେ ବିଚାର କରି ପ୍ରକାଶିଲା ହାସକୁ । ଶୁଣ ହେ ବେତାଳ ମୋହିଣ ଚଞ୍ଚଳ କହିବା ଏଥିରେ ଶାସ୍ତ୍ରକୁ । ଲକ୍ଷଣ । ହୀନ କୁଳହୀନଜନରେ । ଲକ୍ଷ୍ମୀ ସରସ୍ୱତୀ ଏ ବେନ ମୂରତି ନିବାସ କରନ୍ତି ଯିମ ରେ । କୁଟିଳ ପାତ୍ରରେ ଗିରିର ମଧ୍ୟରେ ବରଷନ୍ତି ପୁଣି ବାସବ, ଶୀଳ ଚୌରିଠାରେ ସତ୍ୟ ଭୂଷଣକାରେ କ୍ଷାନ୍ତି ସର୍ପେ ଏ ଅସମ୍ଭବ, ରମଣୀ । ଜନେ ନାହିଁ ବାମୋପଶାନ୍ତି । ବାଳକଙ୍କଠାରେ ମଦ୍ୟପଜନରେ ଧୈର୍ଯ୍ୟ ଚିନ୍ତା ଉତ୍ତ୍ୱ ନାହାନ୍ତି । ରାଜାମାନଙ୍କର ମିତ୍ର କେଉଁନର ଏ ଅଟେ ଅଦ୍ଭୁତ ଅଶ୍ରୁତ, ଏ କଥା ଶୁଣିଣ ବେତାଳ ଯାଇଣ ଶାଖିଶାଖେ ହେଲା ଲମ୍ବିତ, ଏ ବାଣୀ । ଭଣିଲେ ପଣ୍ଡ ନୃପମଣି । କଥା ଯିଯୋବଶ ହେ ଲ୍ଲା ଯେ ଶେଷ ଏହି ସ୍ଥାନରେ ଅସି ପୁଣି ।

(ଘ) ପରମିତାହାରୀ ଲୋକମାନେ ଦୀର୍ଘଜୀବୀ ହୁଅନ୍ତି, ପ୍ରସିଦ୍ଧ ପାରସୀ ହେବ 120 ବରଷ ବୟଃକ୍ରମ କାଳରେ ମଧ୍ୟ ନବକ୍ତ ମାରର ମୁଖ ଦେଖିଥିଲେ ଏବଂ 152 ବରଷ ପର୍ଯ୍ୟନ୍ତ ସୁସ୍ଥ ଶରୀରେ ଓ ପୂର୍ଣ୍ଣ ବୁଦ୍ଧି ଶକ୍ତି ସହକାରେ ରାଜସଭାକୁ ଉପନୀତ ହୁଅନ୍ତି, ସେ ଯେଉଁ କଠିନ ନିୟମରେ ଯତ୍ନପୂର୍ବକ

ଆହୁରି କରନ୍ତୁ ସ୍ୱଜନ୍ମଭୂମିରେ ତାହାର ଅଳ୍ପମାତ୍ର ବ୍ୟତିକ୍ରମ ହେବାରୁ ଏକ ବର୍ଷ ମଧ୍ୟରେ ଜୀବନ ଯାତ୍ରା ସମ୍ବରଣ କରନ୍ତି ।

III. Write an Essay in Uriya on one of the following subjects :—

1. On rivers, describing some of their chief uses.
2. The importance of attending to little things.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. Give the plural of vice-roi, appui-main, Hôtel-Dieu, héros, jeu, joujou, bocal, bal, portail, rival.

2. The feminine of gentil, neuf, frais, bénin, inspecteur, orateur, auteur.

3. Use the article in the following sentences :—

officiers et soldats.
vieux et brave soldat.

II. 1. Correct any grammatical mistakes in the following sentences :—

Une demie-heure. Une heure et demi. Une fille nouveau-née. Il vivra jusqu'à l'an deux mille Il a parcouru dix mille de chemin.

2. How do the English words ending in ous, ive, ory, ic, end in French when they have a common stem? Give an example for each ending.

III. 1. Conjugate interrogatively in the indicative present and past indefinite tense the verbs: parler, aimer, recevoir.

2. Complete the following sentences :—

Je voudrais—inspirer l'amour de la retraite. Elle offre —avertir de tout ce qui se passe. Me servit—prouver le discours que j'avance. Pour servir—modèle aux parleurs à venir.

IV. 1. Translate into French :

I am hot I am thirsty. She is ashamed. I am twenty years old. I am right.

2. Translate into English :—

Combien y a-t-il de Madras à Bangalore? Il y a deux cents milles. Combien y a-t-il que vous êtes ici? Il est parti il y a une quinzaine.

V. 1. Translate idiomatically :—

A l'heure de l'affût. Monter sur le faîte. Saigner du nez. Chien hargneux a toujours les oreilles déchirées. Tendre la main. Bon gré mal gré.

2. What is the meaning of :—Don Bertrand. Le pétulant Pierrot et le sage Raton. Le peuple aquatique. Maitre Gille.

VI. La Parque en filets d'or n'*ourdira* point ma vie. Je l'ai *tissu* de matière assez forte. Ni le temps ni l'hymen n'*éteignirent* leur flamme.

Translate, parse the words in italics, and give the infinitive and imperative of the verbs.

VII. Explain in a few words the following proverbs :—

1. Ni l'or ni la grandeur ne nous rendent heureux.
2. Il ne faut point juger les gens sur l'apparence.
3. Aucun chemin de fleurs ne conduit à la gloire.

VIII. 1. How did Telemachus solve the following questions:—

(*a*) Quel est le plus libre de tous les hommes ?

(*b*) Quel est le plus malheureux de tous les hommes ?

2. Name the author of Telemachus and say for what purpose this book was written.

IX. Annotate :—

Ses manes impies descendirent sans doute dans ces tristes lieux où les cruelles Danaïdes puisent éternellement de l'eau dans des vases percés ; où Ixion tourne à jamais sa roue ; où Tantale, brûlant de soif, ne peut avaler l'eau qui s'enfuit de ses lèvres ; où Sysiphe roule inutilement un rocher qui retombe sans cesse ; et où Titye sentira éternellement dans ses entrailles toujours renaissantes un vautour qui les ronge.

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English :—

1. D'abord on ne l'avait point regardé à cause de ses habits simples et négligés, de sa contenance modeste, de son silence pesque continuel, de son air froid et reservé. Mais quand on s'appliqua à le regarder, on découvrit dans son visage, je ne sais quoi de ferme et d'élevé. On remarqua la vivacité de ses yeux et la vigueur avec laquelle il faisait jusqu'aux moindres actions. On le questionna, il fut admiré. On résolut de le faire roi. Il s'en défendit sans s'émouvoir. Il dit qu'il préférait les douceurs d'une vie privée à l'éclat de la royauté ; que les meilleurs rois étaient malheureux en ce qu'ils ne faisaient presque jamais le bien qu'ils voulaient faire, et qu'ils faisaient souvent, par la surprise des flatteurs, les maux qu'ils ne voulaient pas Il ajouta que si la servitude est misérable, la royauté ne l'est pas moins, puisqu'elle est une servitude déguisée. Quand on est roi, disait-il, on dépend de tous ceux dont on a besoin pour

se faire obéir. Heureux celui qui n'est point obligé de commander! Nous ne devons qu'à notre seule patrie, quand elle nous confine l'autorité, le sacrifice de notre liberté pour travailler au bien public.

2. En parlant ainsi, Calipso avait les yeux rouges et enflammés; ses regards ne s'arrêtaient en aucun endroit: ils avaient je ne sais quoi de sombre et de farouche. Les joues tremblantes étaient couvertes de taches noires et livides; elle changeait à chaque moment de couleur. Souvent une pâleur mortelle se répandait sur son visage; ses larmes ne coulaient plus comme autrefois avec abondance, la rage et le désespoir semblaient en avoir tari la source, et à peine en coulait-il quelqu'une sur ses joues. La voix était rauque, tremblante et entrecoupée.

3. Un octogénaire plantait.
Passe encore de bâtir, mais planter à cet âge!
Disaient trois jouvenceaux, enfans du voisinage:
Assurément il radotait.
Car au nom des dieux, je vous prie,
Quel fruit de ce labeur pouvez-vous recueillir?
Autant qu'un patriarche il vous faudrait vieillir.
A quoi bon charger votre vie
Des soins d'un avenir qui n'est pas fait pour vous?
Ne songez désormais qu'à vos erreurs passées:
Quittez le long espoir et les vastes pensées,
Tout cela ne convient qu'à nous.
Il ne convient pas à vous-mêmes,
Répartit le vieillard. Tout établissement
Vient tard et dure peu. La main des Parques blêmes
De vos jours et des miens se joue également.
Nos termes sont pareils par leur courte durée.
Qui de nous des clartés de la voûte azurée
Doit jouir le dernier? Est-il aucun moment
Qui puisse assurer d'un second seulement?
Mes arrière-neveux me devront cet ombrage:
Hé bien! Défendez au sage
De se donner des soins pour le plaisir d'autrui?
Cela même est un fruit que je goûte aujourd'hui:
J'en puis jouir demain, et quelques jours encore;
Je puis enfin compter l'aurore
Plus d'une fois sur vos tombeaux.
Le vieillard eut raison: l'un des trois jouvenceaux
Se noya dès le port, allant à l'Amérique;
L'autre, afin de monter aux grandes dignités,
Dans les emplois de Mars servant la république,
Par un coup imprévu vit ses jours emportés;
Le troisième tomba d'un arbre
Que lui-même il voulut enter:
Et pleurés du vieillard, il grava sur leur marbre
Ce que je viens de raconter.

II. Translate into French :—

1. If ever any microscopic observer has had the opportunity of witnessing the expression of the spider's features, when, after a long fast. it sees a fly, plump with other's blood, approach its net, and keenly watches every stroke of its wing, and studies how it can best throw only the first thread round it, sure that then all that gorges it shall be its own; that we fancy would be the best image of his looks, as certainly it is of his feelings.

2. No war, or battle's sound,
Was heard the world around;
The idle spear and shield were high up hung;
The hooked chariot stood
Unstained with hostile blood;
The trumpet spake not to the armed throng;
And kings sat still with awful eye,
As if they surely knew their Sovereign Lord was by.

III. Translate into English :

1. La raison, les remontrances utiles, deviennent l'objet de son aversion la plus vive, et il frémit si quelqu'un ouvre la bouche devant lui pour lui donner un sage conseil. Il fait bâtir un magnifique palais, où on ne voit luire que l'or, l'argent et le marbre, où tout est prodigué pour contenter les yeux et appeler le plaisir. Le fruit de tant de soins pour se satisfaire, c'est l'ennui, l'inquiétude. A peine a-t-il ce qu'il souhaite, qu'il s'en dégoûte. Il faut qu'il change souvent de demeure, qu'il coure sans cesse de palais en palais, qu'il abatte et qu'il réédifie.

2. Au banquet de la vie infortuné convive
J'apparus un jour, et je meurs :
Je meurs, et sur ma tombe, où lentement j'arrive,
Nul ne viendra verser des pleurs.

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

BURMESE: TEXT-BOOKS AND GRAMMAR.

I.—(*a*) Parse the underlined words :—

ရှင်ရဟန်းအသို့နည်း။ တပါးရဟန်းမှာကဲ့သို့မဟုတ်။ သင့်မှာ အသိမျှားလှစွာ၏တကား။ ရွှေကြီး။ မြို့ကြီးကဲ့သို့ အဝတ်ကောင်း တန်ဆာကောင်း ဆင်ယင်ဝတ်စားကာ။ သွားမျိုသားမျိုး မြှားထူးကြ သောအသိမြင့်။ မြေမြင်ထိန်မှ ဖြစ်ခဲ့၏ တကား။ သင့်ကိုပင် ငါမေး တော့သည်။ ဤအသိမျှားနွာအုတ်အုတ် ကျက်ကျက် ဖြစ်ခြင်းကား အကြောင်းအသို့နည်းဟုဘုရားလောင်းဆို၏။

(*b*) Give the force of ၏ in မျှားလျှစ္စာ၏တကား။

(*c*) Explain the simile in ရွာကြီး။ မြို့ကြီးကဲ့သို့အ ဝတ်ကောင်း ထန်ဆာကောင်း ဆင်ယင် ဝတ်စားကာ။ in the above extract.

(*d*) Classify grammatically the particle ကာ in ဆင်ယင် ဝတ်စားကာ, and show how it affects the verbs ဆင်ယင်ဝတ်စား။

II.—Give the meaning of the following idiomatic expressions :—

(*a*) ဗိတ်တချောင်းတည်းဖြင့်ကောင်းစွာစွဲယူပြီးသောအယူ။

(*b*) နေ့ရောင်ပျောက်လျှင်လရောင်ရောက်လာသည်။

(*c*) အားမျှမနာမြန်မြန်ရှက်ရှက်သူစဝေးဘိ၏။

III.—Change the following into the indirect form :—

ပြည်ထဲရှင်မ။ကောင်းပြီ။သင်မကြိုနိုင်လျှင်။ ဤသို့လာလျှည့်။ ငါ အကြီးပေးအုံ့။ ယခုသင့်သားမင်းပြုလျှင်။ အမှုအခွင့်မျိုးကို သင်မ စောင်မဆဲမနေနိုင်ရာ။ကြည့်ရှုစောင်မရသမြင့်လည်း။ မမြော်ဘဲသော အမှုကိုအမြော်ပြုခြင်း၌ အတွန်ခဲယည်းလှသည်ဖြစ်၍။ ကိုယ်နှုတ်နှ ထိုးဝှပါးတွင်ထပါးပါးဖြင့်။ ထိုအမှုကိုဒ္ဒိ၌ဒုစရိုက်ပွားရာ၏။ ထိုဒုစ ရိုက်သည်ကောင်းသောဂတိသို့ပို့ဆောင်တတ်သည်မဟုတ်။ ယုတ်ညံ့ ဆင်းရဲစွာ။လေးပြာသောအပါယ်သို့ပို့ဆောင်တတ်သော သဘော သဘောဖြစ်၏။ ယင်းသို့ဖြစ်သောကြောင့်။ သားနှင့် အတူ နေလျှင်မ ကောင်းမှုသာမျှ ၁း၍အပါယ်လားတော့မည်။ထအိမ်တလုပ်ရတတ် သမျှဆွမ်း။ရတတ်သမျှသက်နှုံးနှင့်။ သဝိတ်လက်စွဲလျက်ရဟန်းပြု ပြီးလျှင်။ ကုသိုလ်ပွားရာ အရပ်၌သာ။ တယောက် တည်း ခြင်း။ ကမ္ဘဏ္ဍာန်းကို ရှေ့ရှု၍နေလေတော့။ ထိုသို့နေခြင်း သည်လျှင်။ သူ တော်ကောင်းတို့၏ဒုံးမွမ်းအပ်သော ဝေလေ့ဖြစ်ဟုတ်ရှုသည်ဟု။ အဆုံး အမပ်ပေးတော်မူ၏။

IV.—Show the exact force of ထျင် in each of the following sentences :—

(*a*) သင့်သားမင်းပြိုလျှင်။အမှုကိုမစောင်မဘဲမနေနိုင်ရာ။

(*b*) ထိုသို့ နေခြင်းသည်လျှင်။ ချီးမွမ်းအပ်သောဓလေ့ ဖြစ်တော့သည်။

(*c*) တလလျှင်ဆန်တတင်းပေးစေ။

(*d*) ဤအရာသာလျှင်ကောင်းပေ၏။

V.—What is meant by အိုးတန်ဆန်ခတ်စကား ? Illustrate its use.

VI.—Analyse :—

ထိုအခါမှုးမတ်ပုရောဟိတ်မှစ၍။ ပြည်သားပြည်သူအပေါင်းတို့သည်။ ဤသို့သောဘုရားလောင်း၏အာဿာသလက်ရုံး။ ဘုန်းအင်တေဇာ။ပညာတော်အစွမ်းတို့ကိုမြင်ရပြန်သဖြင့်။အံ့ဩ၍မပြီး။ကောင်းချီးပေ့ဝတင်ထိန်ပ္ပ။နှစ်သိမ်းဝမ်းမြောက်ခြင်းရှိကြကုန်ကျက်။ဌက်ပျောပင်။ကြီပင်။ တံခွန်ကုပ်ကားမလေးပွားစသည်တို့ဖြင့်။ တန်ဆာဆင်အပ်ပြီးသောမင်းလမ်းဝတို့၌။ ရပ်စုရပ်ကွက် အသီးအသီးပွဲကြီးသဘင်ခံကြကုန်၏။

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

BURMESE: TRANSLATION AND COMPOSITION.

I.—Translate into Burmese [*see* Urdu Translation Paper, page xxxv.]

II.—Translate into English :—

(*a*) မျှားပြားလှစွာသော သူတို့သည်။ ကျောင်းမှ ထွက်လျှင်။ ပညာသင်ကြားခြင်းနှင့်အဆုံးသို့ရောက်ပြီဟူ၍။ ထင်ဟန် ရှိကြ၏။ ထိုသို့ထင်မှတ်ခြင်းထက်မှားသောအရာမရှိကုန်။

(*b*) ပုစွန်တကောင်သည်။ ညွှန်ပျောင်းမျှားသောအိုင်တရကိုဖြတ်၍ နေလေ၏။ ဆင်ပြောင် တစီးသည်။ ရေသောက်မည်ဟု ထာလတ်

သော်။ ပုစ္ဆန်က။ အရပ်သို့ကျူးခဲ့ လာသည်ကား အသူ နည်းဟု မေးလေ၏။ ဆင်ကလည်း။ ငါဆင်မင်းဟုဆို၏။ ပုစ္ဆန်ကလည်းသင့် နေရာစားကျက်အခြားမှာရှိသည်။ သည်နေရာကား သင်ကျက်စား ရာမဟုတ်။ သွားလေဟုဆိုသော်။ ဆင်မင်းကလည်း။ နင် ခေါ်ငင်းမဲ့ လျက်အရဲပြု၍ အန်တုလိုသလောဟုမေးထျင်။ တုသို၏ဟု ဆိုသော်။ ဆင်လည်းအမျက်ထွက်သဖြင့်။ ဆင်းသက်၍ ပုစ္ဆန်ကိုထိုး၏။ ပုစ္ဆန် လည်းရုပ်ခ်ိန်ပြေးလေ၏။ ဆင်မင်းလည်း နွံကျွံ၍ ရေအိုင်ထဲတွင် စေ သ ထေ၏။ ပုစ္ဆန်တည်းလျှင်။ ရေအိုင်ကိုအဒ္ဒိတ်ကဲ့ သဟဲရလေသော ကြောင့်။ အစွယ်နှင့်ဝေါ်ဝေါ်ဖြစ်သောဆင်ပြောင်ကြီးအသားကို စား ရဘူးလေ၏။

(၈) ဒလောကခ္ခန္ဓာသို့ပြုတျှင်ခ္ခန္ဓာအပြစ်ဖြစ်၏။ ခ္ခန္ဓာသို့ပြုတျှင်ခ္ခန္ဓာအပြစ် မှတ်တ်၏။ ခ္ခန္ဓာကိုပြုတျှင်ပစ္စုပ္ပန်တွင်သာ အကျိုးရှိ၏။ လူတို့၏ ကျင့်ရာဆောင်ရာသည်ဝတ်တို့ ကိုလည်းကောင်း။ ပစ္စုပ္ပန်သံသရော မျက်မှောက်မျက်ကွယ်အပြစ်တွတ်ကြောင်း ကောင်းစွာ အားထုတ် အစ်သောယောကျ်ားတို့၏ ထုံးလသည်။ အကျိုးမဲ့ ဖြစ်ဘူးသည်မ ရှိ။ ပစ္စုပ္ပန်သံသရောတွင်။ တရုတ်ခ္ခန္ဓာသုခကို မတွတ်စေနိုင်ရာပြီ ဟူ၍ လည်းကောင်း။ စူးစမ်းဆင်ခြင်ခ်ိန်ရှိနေလေ့ရှိဘည်နှင့်အညီ။ ယခုအ ပြောကျယ်စွာသောမဟာသမုဒ္ဒရာ၌လည်း။ ယော်ကျ်ားတို့၏ထုံးလ ကိုမလျှော့သဖြင့်။ တရုတ်သောအကျိုး စီးပွားနှင့် လွတ်ကင်းတော့ မည် မဟုတ်ဟု။ အားထုတ်ခြင်း၌ အကျိုးကိုမြင်သည် စင်စစ်ဖြစ် ကျ။ ခ္ခန္ဓာသမုဒ္ဒရာ၏ကမ်းကိုမမြင်ကာ မျှနှင့် အ ဘယ် ကြောင့် ယောကျ်ားတို့၏ထုံးလကိုလျှော့ထိုက်အံ့နည်း။

၄။ ။ဆောက်ပါ အ ကြောင်း တဦးဦးကို ရှေးစကောက် အ ကြောင်းပြု၍စိုးရိုးထိုက်ပါ။

(၁) ဖြစ်တို့၏အကြောင်းနှင့်ရင်းတို့ဆောင်သောအကျိုးအကြီး အကျယ်မျှားအကြောင်း။

(၂) သေးနုပ်သိမ်ယောင်သောအရာမျှားကိုကြည့်ရှု ကတိုးကိုက်ခြင်း မှာ။ အထူးကျေးဇူးရှိကြောင်း။

III.—Write an essay in Burmese on one of the following subjects:—

(1) On rivers, describing some of their chief uses.

(2) The importance of attending to little things.

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

ARITHMETIC.

I. Add together

£	s.	d.
104	14	$6\frac{1}{4}$
39	11	$4\frac{1}{2}$
166	15	$0\frac{3}{4}$
27	0	$5\frac{1}{2}$
1103	19	$3\frac{1}{4}$
1002	15	$4\frac{1}{4}$
6	3	$11\frac{1}{2}$
32234	15	$7\frac{1}{4}$
8192	12	6
8	4	10
13	7	$0\frac{1}{2}$

II. Subtract 13 times Rs. 17. 6a. 11p. from 17 times Rs. 13 6a. 11p.

III. Rs. 330. 3a. 7p. are to be divided among 193 persons, two of whom receive Rs. 2 each, and ten Rs. 3. The others receive equal shares. Find the value of each share.

IV. Find the value of $\dfrac{\frac{1}{3}+\frac{1}{4}+\frac{1}{5}+\frac{1}{6}}{\frac{1}{3}-\frac{1}{4}+\frac{1}{5}-\frac{1}{6}} \times 3\tfrac{1}{2} \div \dfrac{\frac{1}{15}+\frac{1}{20}+\frac{1}{24}}{\frac{1}{2}-\frac{1}{3}+\frac{1}{4}-\frac{1}{5}-\frac{1}{6}}$

and simplify (without reduction to vulgar fractions, if you can)

$$2{\cdot}03 + 1{\cdot}3\dot{4}\dot{5} + 27{\cdot}34 + 16{\cdot}2\dot{3}1\dot{7}$$

V. How long will it take to walk round a square field 14 acres 1 rood 24 poles in extent at the rate of 3 miles an hour.

VI. Find the cost of whitewashing a room $22\frac{1}{2}$ ft. × 12 ft. and 11 ft. high at one anna per square yard, making allowance for four windows each 4 ft. × $2\frac{1}{2}$ ft. and two doors, each $8\frac{1}{2}$ ft. × 9 ft.

Find also the cost of a carpet for the same room with a 3 ft. border all round the carpet, costing Rs. 4 per square yard and the border Rs. 6.

VII. Find the compound interest on £3143 6s. 8d. for three years @ 3% per annum.

VIII. A cistern can be filled by three pipes in 30, 40, and 60 minutes respectively, and emptied by an escape pipe in half an hour. The three taps are turned on at noon, but the escape pipe is at the same time accidentally left open and not closed for a quarter of an hour. At what time will the cistern be full.

IX. I purchase 16 lbs. of tea at 1s. 7d. per lb., 14 at 2s. 2d. and 17 at 1s. 8d. Seven pounds of the mixture becoming spoiled have to be sold at a low price, but by selling half the remainder at 2s. 4d. per lb, and the other half at 2s. 7½d. I eventually make a profit of 25 per cent. on the original outlay. At what price per pound was the spoiled tea sold.

X. A person invests a sum of money in the 4 per cents at 102. When they have risen to 104, he transfers Rs 6000 stock to another investment paying 5 per cent., of which the shares are at 120. When the 4 per cents fall to par, he transfers the remainder to the 5 per cents, which are still at the same price and now finds his income Rs 25 more per annum than it was at first. What was the sum originally invested ?

THURSDAY, 17TH DECEMBER, 2 TO 3-30 P.M.

ALGEBRA.

I. Simplify the expression :—

$$7(a-3b+c)-[4(2b+4c)(6c-3b)-3(a-4b)(a+3b)$$
$$+\{(5a-4b+3c)\times 4+a-\overline{47b+c}\}\div 7].$$

II. Divide $\frac{1}{2}-x$ by $\frac{1}{4}-x+x^2$ to *five* terms.

III. 1. Find the G. C. M. of $x^4-8x^3+28x^2-53x+42$ and $x^4+6x^3-42x^2+129x-154$,

2. Shew that $\frac{a^3}{(a-b)(a-c)}+\frac{b^3}{(b-a)(b-c)}$

$$+\frac{c^3}{(c-a)(c-b)}=a+b+c.$$

IV. Simplify $\frac{3x-12}{x^2-5x+6}+\frac{5x-3}{x^2-2x-3}-\frac{x+15}{x^2-5x-6}$.

V. Solve the equations :—

1. $\frac{3x-2}{5}+\frac{4x-1}{7}-\frac{10x}{9}=5(x-9)+3-\frac{x}{3}$.

2. $\begin{cases} 49x-57y=172. \\ 57x-49y=252. \end{cases}$

$$3. \begin{cases} \dfrac{x}{a} + \dfrac{y}{b-a} = 5m. \\ \dfrac{x}{b} + \dfrac{y}{a-b} = 7m. \end{cases}$$

VI A composition of copper and tin containing 140 cubic inches weighs 42 lb. 3 oz. How many ounces of each are there if a cubic inch of copper weighs 5¼oz. and a cubic inch of tin 4¼oz.?

FRIDAY, 18TH DECEMBER, 10 A.M. TO 12 NOON.

GEOMETRY.

[N.B.—*Candidates are requested to draw neat figures.*]

I. 1. Prove that all the interior angles of a rectilineal figure, together with four right angles are equal to twice as many right angles as the figure has sides.

2. Each exterior angle of a regular polygon is ⅘ths of a right angle. Find the number of its sides.

II. 1. In a right angled triangle, shew that the square on the hypotenuse is equal to the squares described on the sides containing the right angle.

2. Shew how to obtain a square equal to eight times a given square.

III. 1. If a straight line be divided into two *equal* and also into two *unequal* parts, prove that the rectangle contained by the unequal parts together with the equare on the line between the points of section is equal to the square on half the line.

2. If a rectangle and a square have the same perimeter, shew that the square will have the larger area.

IV. Give the construction only, for the following problem :—An arc of a circle being given, to describe the whole circle.

V. Prove that two circles cannot cut each other unless the distance between the centres is *less than* the sum, and *greater than* the difference, of their radii. *Illustrate by diagrams.*

VI. 1. If from a point P outside a circle TAB, a tangent PT and a secant PAB (not passing through the centre) be drawn to the circle, prove that the rectangle PA · PB is equal to the square on PT.

2. Give the corollary of this proposition and enunciate its converse.

VII. AB is the diameter of a circle and a chord AD is produced to C to meet the tangent at B. Prove that the rectangle AD · AC is equal to the square on AB, and that the tangent at D bisects BC.

FRIDAY, 18TH DECEMBER, 2 TO 3-30 P.M.

PHYSICS.

I. A piece of lead is fastened to a bladder containing air so that it just sinks to the bottom of a vessel containing water. If the

vessel is now placed under the receiver of an air pump, and the air exhausted, state and explain what will happen.

II. If you were given a steel bar, a yard measure, and a pound weight, how would you use them to determine the weight of any substance?

III. A drop of ink or water on a surface can be removed by means of blotting paper, but we cannot remove a drop of mercury in this way. Describe simple experiments to show the reason of this.

IV. How would you prove by experiment that sound takes time to travel, and how could you estimate the speed by means of echoes?

V. Define the terms "specific heat," "latent heat of steam." How would you prove that different substances have different specific heats?

VI. Shew by a figure the position of the image of a bright point held in front of a plane mirror. If the bright point moves away from the mirror with a velocity of 5 feet per second, at what rate do the point and its image separate?

VII. Explain the use of the two lenses in a telescope.

VIII. Explain how a gold-leaf electroscope may be charged with either positive or negative electricity by means of a glass rod which has been rubbed on silk.

IX. Describe a way of determining whether an electric current is flowing in a wire or not. If there is a current in the wire, produced by a Grove's battery, how could you find which end is connected with the platinum plate of the battery?

FRIDAY, 18TH DECEMBER, 3-35 TO 5-5 P.M.

CHEMISTRY.

I. State why air is considered to be a *mechanical mixture* of Oxygen and Nitrogen, and not a *chemical compound* between these elements.

II. State what you would *see* if the following experiments were performed before you, and write the equations representing the reactions which would occur.

1. Sulphuric Acid is poured upon a piece of chalk.
2. Sulphuric Acid is poured over some pieces of granulated Zinc.
3. A clean cut piece of Potassium is thrown upon water.
4. A clean cut piece of Sodium is thrown upon water.

III.* Eight gases are shown to you, *viz.*:—Oxygen, Hydrogen,

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[* This question should be answered as follows:—assuming that Marsh Gas had been asked,

Marsh Gas (*a*) colourless
(*b*) no smell
(*c*) No
(*d*) Yes
(*e*) Yes.]

Nitrogen, Chlorine, Carbon monoxide, Carbon dioxide, Ammonia and Sulphuretted Hydrogen. State the following particulars concerning each of them :—

1. its colour
2. its smell
3. will it allow a lighted candle to burn in it?
4. will it take fire on application of a flame?
5. if you were making it would you try and collect it over water?

IV. Give the ordinary method of preparation and the chief properties of Hydrochloric Acid.

V. Give the chief properties of the following metals :—Magnesium, Mercury.

SATURDAY, 19TH DECEMBER, 10 A.M. TO 12 NOON.

HISTORY OF INDIA.

I. State what you know of Asoka under the following heads:—(1) the dynasty to which he belonged, (2) the extent of his Empire, (3) his capital, (4) the religion he professed, (5) his probable period.

II. Give a short account of the career of any two of the following :- (1) Ala-ud-din, (2) Nizam-ul-mulk, (3) Count de Lally.

III. 1. Narrate briefly the history of the Moghul Empire from the death of Aurangzeb to the invasion of Nadir Shah.

2. Enumerate the British possessions in India about the time of Nadir Shah's invasion.

IV. Give a short account of the causes, progress, and results of the last Mysore War.

V. Enumerate the leading events in the administration of Warren Hastings. Give dates.

VI. Write short historical notes on—(1) Chola Mandalam, (2) Paniput, (3) Kutub Minar, (3) Abdul Fazel, (5) the Board of Control, (6) the Ryotwari System, (7) Thugs.

VII. Give the dates of the following events :—(1) Siege of Arcot, (2) Death of Sivaji, (3) Treaty of Purundhur, (4) Defence of Jellalabad, (5) Battle of Sobraon, (6) Annexation of Pegu, (7) English settlement at Madras, (8) The Imperial Assemblage at Delhi.

SATURDAY, 19TH DECEMBER, 12-5 TO 2-5 P.M.

HISTORY OF ENGLAND.

I. Write a short account of the invasion and occupation of Britain by (1) the Romans, (2) the Danes.

II. Relate briefly the chief events in the conquests of (1) Wales, (2) Ireland under Henry II.

III. Give dates and particulars of the following (1) measures :—Act of Uniformity, Habeas Corpus Act, Act of Settlement, Repeal of the Corn-laws, Reform Bill. (2) battles :—Northallerton, Barnet, Worcester, Minden, Waterloo.

IV. 1. Write brief notes on :—Pilgrimage of Grace, Glencoe Massacre, Rye House Plot, Ship Money, South Sea Bubble.

2. Assign events to the following dates :—1153, 1347, 1670, 1713, 1802.

V. Give a sketch of the foreign policy of (1) Elizabeth, (2) Cromwell.

VI. Narrate shortly the chief events of (1) the Jacobite Rebellions, (2) the War of American Independence.

VII. Write a short biography of any two of the following :—Thomas á Becket, Harold II., Simon de Montfort, William Pitt.

SATURDAY, 19TH DECEMBER, 3 TO 5 P.M.

GEOGRAPHY.

I. Define the following terms :—*delta*, *llano*, *landes*, *jhils*, *right bank* (of a river), *isothermal lines*, *trade-wind*, *tropics*.

II. 1. Name in order all the countries of Europe, beginning with the most westerly one.

2. If a straight line be drawn from Cape Rocca, south of Lisbon, to the Caspian Sea, south of Astrakhan and north of Alexandrovsk, state :—

(*a*) What countries, great towns, gulfs and seas it would pass through or very near to.

(*b*) What mountain ranges and rivers it would cross.

III. Where are the following islands, and to what countries do they belong? Give the name of the chief town of each, or, mention an interesting fact in connection with each :—(1) The Isle of Wight, (2) Tasmania, (3) Heligoland, (4) Java, (5) Zanzibar, (6) Cuba, (7) Vancouver, (8) Madeira, (9) Teneriffe, (10) Malta, (11) Sicily, (12) Hong-kong.

IV. Give a brief description of Ceylon under the heads of :—(1) situation, size, and physical features. (2) climate, (3) natural products, (4) people and religion, (5) language, (6) commerce, (7) towns, (8) internal communication, (9) government, (10) occupations of the people.

V. Where are the following, and for what are they noted :—(1) Navarino, (2) Genoa, (3) Manipur, (4) Tientsin, (5) Valparaiso, (6) Hamburg, (7) Khartum, (8) Saloniki, (9) Stuttgart, (10) Quetta, (11) Vladivostok, (12) Greenwich?

VI. Two ships sail from London to Bombay, and from Bombay to London, respectively. State the probable cargo in each case from the following list :—Wheat, hardware, hides, cotton, books, glassware, indigo, oil, machinery, woollen goods, jute, coal, tobacco, leather manufactures, opium, earthenware.

VII. Name :—(1) the French possession in the Madras Presidency, (2) the colonies of Australia, (3) the two largest native states south of the Godaveri, (4) the town at the junction of the Rhine and the Moselle, (5) the town at the confluence of the Ganges and the Jumna, (6) the four chief islands forming Japan.

VIII. On the accompanying map of India enter the following :—(1) the Hindu Kush; the Himalayas; Mt. Abu; the Eastern and Western Ghauts; (2) the Ganges; the Indus; the Brahmaputra; the Mahanadi; the Godaveri; (3) the Chilka and Sambar lakes; (4) the following towns :—Lucknow; Nagpur (C.P.); Katmandu; Broach; Vizianagram; Poona; Amritsar; Karachi; Goalpara; Gaya; Cuttack; Belgaum; Trivandrum; Agra; Mercara; Negapatam.

FIRST EXAMINATION IN ARTS, 1891.

TUESDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH POETRY.

I. Briefly describe the character of Fluellen, and illustrate your answer by referring to incidents in Henry V.

II. Write a short account of the discussion in which King Henry V. engaged with Bates and Williams on the night before the battle of Agincourt, giving the substance of the arguments on both sides.

III. 1. What evidence is there in your text as to the date at which the Lay is supposed to be sung by the Last Minstrel in Newark Castle?

2. In the Lay of the Last Minstrel reference is made to many popular superstitions prevalent at the time when the events narrated took place. Mention four, pointing out the connexion in which they are introduced.

IV. Paraphrase :—

No, not all these, thrice-gorgeous ceremony,
Not all these, laid in bed majestical,
Can sleep so soundly as the wretched slave,
Who, with a body fill'd, and vacant mind,
Gets him to rest, cramm'd with distressful bread;
Never sees horrid night, the child of hell,
But, like a lackey, from the rise to set
Sweats in the eye of Phœbus and all night
Sleeps in Elysium; next day after dawn,
Doth rise and help Hyperion to his horse,
And follows so the ever-running year,
With profitable labour, to his grave:

And, but for ceremony, such a wretch,
Winding up days with toil and nights with sleep,
Had the forehand and vantage of a king.

V. Explain fully the following passages and show their connexion with the context.

1. He's in Arthur's bosom.
2. It is no English treason to cut French crowns.
3. Letter nor line know I never a one,
Were't my neck-verse at Hairibee.
4. Thou young,
But ah! too short, Marcellus of our tongue.

VI. 1. Comment on the grammar in the following:—

(*a*) Never since created man.
(*b*) There let him lay.
(*c*) Nor never Hydra-headed wilfulness
So soon did lose his seat.
(*d*) I think it be.

2. What is the meaning of *for* in:—

(*a*) *For* Branksome, ho!
(*b*) (I will) use it *for* my haste?

3. What prepositions would now be employed in place of those italicised?

(*a*) The Dauphin whom *of* succours we entreated.
(*b*) Take pity *of* your town.
(*c*) You are as well provided *of* both as any prince in the world.
(*d*) For, *at* a word be it understood.

VII. 1. Expand into a simile—My days are in the yellow leaf.

2. Explain the following:—cold for action; tardy-gaited night; dark words of gramarye; the need-fire's slumbering brand.

3. With what meaning other than that now common does Shakespere employ the following words in Henry V.—popularity, dear, imp, humorous?

VIII. Express in your own words the meaning of the following passages:—

1. When lenity and cruelty play for a kingdom the gentler gamester is the soonest winner.
2. Many things, having full reference
To one consent, may work contrariously.
3. But not alone the bitter tear
Had filial love supplied;
For hopeless love and anxious fear
Had lent their mingled tide.
4. Good, the more
Communicated, more abundant grows,
The author not impaired but honoured more.
5. (He) for a calm unfit,
Would steer too nigh the sands to boast his wit.

IX Scan, marking the feet and the accented syllables:—

1. And the sheen of their spears was like stars on the sea.
2. Alike the Armada's pride or spoils of Trafalgar.
3. They looking back all the Eastern side beheld.
4. Could not keep quite in his conscience.
5. Delivering o'er to executors pale.

X. Write explanatory notes on:—

1. That small infantry
Warred on by cranes.
2. Siloa's brook that flowed
Fast by the oracle of God.
3 You have the letters Cadmus gave.
4. The scrolls that teach thee to live and to die.

TUESDAY, 15TH DECEMBER, 2 TO 5 P.M.

ENGLISH PROSE.

I. 1. What were the pretensions of the Cyrus of the "Anabasis" to the Persian throne?

2. How was the death of Cyrus probably an advantage to the cause of civilisation?

II. 1. How far does Grant allow Xenophon any claim to originality?

2. Why is the "Cyropædeia" called (*a*) an historical romance, and (*b*) a novel with a purpose?

III. 1. Give, *in indirect speech*, the substance of the conversation started by Aristippus with the question "Whether Socrates knew anything good."

2. "The paradox here is so great that we can hardly help believing that the conversation actually took place."

What is a *paradox?* Give the substance of the conversation referred to and point out the paradox.

IV. 1. What facts in Indian history are illustrated by a reference to:—(*a*) The excesses of Verres; (*b*) the power of the Mayors of the Palace during the reigns of the later Merovingian Kings?

2. Give the substance of Macaulay's remarks on the conduct of Clive in connection with the fictitious treaty.

3. What reason does Macaulay give to show that the principle that "criminal justice knows nothing of set-off" is not applicable to the Indian career of Clive?

V. 1. What various causes of depopulation were at work in India during the last century?

2. Explain the statement: "Under native rule, the country had reached * * * 'the stationary stage' of civilisation."

VI. Explain:—

1. To make a golden bridge for a flying enemy.
2. There is a halo of romance over the whole enterprise.

3. He played them like fishes.

4. Calcutta and Bombay represent the survival of the fittest.

VII. Give, in *one* sentence for each and in language *entirely* free from *figure* or *allusion*, the meaning of :—

1. He defended himself in a strain worthy of Capt. Bobadil.

2. This circumstance affected him as a similar escape affected Wallenstein.

3. He was not a man to throw pearls before swine.

VIII 1. What is meant by :—inflated markets; new outlets for Indian staples; *euthanasia; innuendo; hors de combat;* solidarity.

2. Give the meanings of the following phrases and construct a *compound* or *complex* sentence illustrating the use of each :—to make capital out of a circumstance; to make a catspaw of a person; to read between the lines; to turn the tables upon an adversary; to be taken *cum grano salis.*

IX. 1 What change in meaning have the following words undergone :—*avocation, paradise?*

2. Derive :—*chalybeate parchment.*

X. Point out examples of the characteristic mannerisms of Macaulay in the following passage :—

"In spite of the Mussulman despot and of the Mahratta freebooter, Bengal was known through the East as the Garden of Eden, as the rich kingdom. Its population multiplied exceedingly. Other provinces were nourished from the overflowing of its granaries; and the ladies of London and Paris were clothed in the delicate produce of its looms. The race by whom this rich tract was peopled, enervated by a soft climate and accustomed to peaceful avocations, bore the same relation to other Asiatics which the Asiatics generally bear to the bold and energetic children of Europe. * * * * Whatever the Bengalee does he does languidly. His favorite pursuits are sedentary. He shrinks from bodily exertion, and, though voluble in dispute and singularly pertinacious in the war of chicane, he seldom engages in a personal conflict and scarcely ever enlists as a soldier."

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE.

I. Paraphrase the following :—

'Twas a fair summer night, and the broad moon
Sailed in calm glory through the skies of June,
Pouring on earth its pale and silv'ry light,
Till roughest forms were softened to the sight;
And on the western hills its faintest ray
Kissed the yet ruddy streaks of parted day.
The stars were few, and, twinkling, dimly shone,
For the bright moon in beauty reigned alone.

One cloud lay sleeping 'neath the breathless sky,
Bathed in the limpid light, while as the sigh
Of secret love, silent as shadows glide,
The soft wind played among the leafy pride
Of the green trees, and scarce the aspen shook;
A babbling voice was heard from every brook,
And down the vale, in murmurs low and long,
Tweed poured its ancient and unwearied song.

II. As an exercise in composition, write not more than *three* pages on the relative advantages of life in the town and in the country.

III. 1. Name and define all the figures of speech used in the following sentences; 2. explain the figure in each case; and 3 give the sense of each in unfigurative language:—

(*a*) Pale Death knocks impartially at the doors of all.

(*b*) When the war commenced the whole of the people were so patriotic, that even the women cheerfully sacrificed all their finery upon the altar of their country.

(*c*) Your conduct will bring my gray hairs in sorrow to the grave.

IV. 1. What two classes of verbs take two objects after them? Frame a sentence illustrating each class. What becomes of the two objects when the verbs are used in the passive voice? Write the sentences given for illustration with the verbs in the passive voice.

2. Analyse the following into clauses, supplying any verbs that are understood, and state the kind and construction of each clause:—

(*a*) We're also taught, if man is brought
To want by squandering all,
That wife must share his grief and care,
And low as he must fall.

(*b*) It is not the less true, because it has been oftentimes said, that the period of youth is by far the best fitted for the improvement of the mind.

V. 1. Give the meaning of *four* of the following words and phrases and write compound or complex sentences introducing them correctly:—*outturn*, *turn-out*, *turn out*, *turncoat*, *turn the back on*, *turn the scale*, *turn and turn about*.

2. The following words have two distinct meanings; distinguish between their meanings, and write compound or complex sentences illustrating those meanings:—*oversight*, *undone*, *mould* (a noun), *compass* (a singular noun).

VI. 1. Criticise the following sentences, and re-write them correcting anything that is wrong:—

(*a*) The East India Company offered a reward for each tiger's head sufficient to maintain a peasant's family for three months.

(*b*) It is better that those of you who have far to walk should go now rather than you should go home in the dark.

(*c*) He was a man of whom it might be predicated that his political power would end with his political life.

(*d*) The oppression of the Roman governors frequently kindled the seeds of future rebellions in the provinces.

2. (*a*) What are the various classes of co-ordinating conjunctions? Give two examples of each class.

(*b*) Give two suffixes of English origin and two of foreign origin which indicate diminution. Give one example of each.

VII. 1. Recast the following sentences, making the changes indicated without altering the meaning:—

(*a*) The receipt of the news of the victory inspired the nation with the hope of ultimate success in the war. *(Instead of the nouns* "receipt" *and* "success" *employ finite verbs).*

(*b*) Nothing but a consciousness of the justice of their cause could have sustained them in their long struggle for civil and religious liberty. (*Begin with* "The only thing" *and change the word* "long" *into an adverbial phrase of time).*

(*c*) Nowhere beats the heart more kindly
Than beneath the tartan plaid.

(Use the positive degree of "more kindly.")

2. Write the following in indirect speech:—

On the very night when Rob left the Captain's service, he went to Mr. Carker's house and presented himself before his new master.

"What, scapegrace!" said Mr. Carker, "Have you left your situation and come to me?"

"Oh, Sir," faltered Rob, "you said, you know, when I came here last———"

"*I* said," returned Mr. Carker, "what did I say?"

"If you please, Sir, you did not say anything at all," returned Rob, very much disconcerted.

His patron looked at him, and, shaking his head, observed:—"You will come to an evil ond, you vagabond, I foresee. There's ruin in store for you."

"Oh please, Sir, don't say that," cried Rob, trembling.

VIII. Divide the following lines into feet and mark the ascented syllables:—

1. Come and trip it as ye go,
   On the light fantastic toe.
2. From the centre all round to the sea,
   I am lord of the fowl and the brute.
3. Bird of the wilderness,
   Blithesome and cumberless,
   Sweet be thy matin o'er moorland and lea

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

ELEMENTS OF HUMAN PHYSIOLOGY.

I. What are the characters of gastric juice? What part does it take in the digestion of bread and eggs?

II. How does the air which is expired differ from that which is inspired?

III. What are the uses of the circulation of the blood?

IV. How is the human body maintained at a constant temperature?

V. Describe the structure of the heart.

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. 1. Show by reference to passages in your text that the Parivrājika was from the first in the king's secret and slyly promoting his interest.

2. What is Kālidāsa's object in introducing Irāvatī in the Third Act as somewhat excited by drink?

3. Does Irāvati get at all reconciled to the king's taking to himself another wife?

II. 1. शरीरसादादसमग्रभूषणा सुखेन सालक्ष्यत लोध्रपाण्डुना । तनुप्रकाशेन विचेयतारका प्रभातकल्पा शशिनेव शर्वरी ॥ Raghuvamsa, canto III.

Quote or refer to a parallel passage from Mālavikāgnimitra.

2. एकातपत्रं जगतः प्रभुत्वं नवं वयः कान्तमिदं वपुश्च। अल्पस्य हेतोर्बहु हातुमिच्छन् विचारमूढः प्रतिभासि मे त्वम् ॥

What reply does King Dilipa make?

III. Paraphrase:

1. त्वदुपलभ्य समीपगतां प्रियां हृदयमुच्छ्वसितं मम विह्लवम् । तरुवृतं पथिकस्य पिपासतः सलिलमुद्रसितादिव सारसात् ॥

2. न धर्ममर्थकामाभ्यां बबाधे न च तेन तौ ।
नार्थं कामेन कामं वा सोऽर्थेन सदृशस्त्रिषु ॥

3. तस्मिन्कुलापीडनिभे विपीडं सम्यग्महीं शासति शासनाङ्कम् । प्रजाश्चिरं सुप्रजसि प्रजेशे ननन्दुरानन्दजलाविलाक्ष्यः ॥

IV. Give the Vighrahas of the following compounds and explain the peculiarities if any of their formation :—

1. पीतप्रतिबद्धवत्सा, 2. स्फुरिताधरोष्ठं, 3. आब्रह्मसभं, 4. कुलापीडनिभः.

V. 1. सुप्तोत्थितां प्रातरनूदतिष्ठत् ॥
अधिज्यधन्वा विचचार दावम् ॥
शिलाविशेषानधिशय्य निन्युः ॥
अल्पस्य हेतोर्बहु हातुमिच्छन् ॥

Account for the accusative cases in the first three passages and the genitive case in the last.

2. मयापि यशस्विना भवितव्यम् । Explain the construction and change प्रस्थितायां प्रतिष्ठेथाः into the same form.

VI. 1. Explain with reference to the context the meaning of the following passages :—

(a) गुणा गुणानुबन्धित्वात्तस्य सप्रसवा इव ॥
(b) सोऽतीत्य तेजसां वृत्तिं सममेवोत्थितो गुणैः ॥
(c) अतिमात्रभास्वरत्वं पुष्यति भानोः परिग्रहादनलः॥
(d) प्रसक्ते निर्वाणे हृदय परितापं वहसि किम् ॥
(e) तत्वावबोधैकरसो न तर्कः ॥
(f) कार्य्यसिद्धिपथः सूक्ष्मः स्नेहेनाप्युपलभ्यते ॥

2. Give the meanings in which the following words are used in your texts:—

पुष्कर, ककुद, द्रविण, अजर्य्य, आलान, आलोक, दर्श, गृष्टि, निषङ्ग, निर्वाण.

VII. 1. Translate so as to bring out the meaning of the underlined particles:—

(a) प्रहृत्य सिंहः किलतां चकर्ष ॥

(b) वन्यैः पुलिन्दैरिव वानरैस्ताः क्लिश्यन्त उद्यानलता मदीयाः ॥

(c) नकेवलं रूपे शिल्पेऽप्यद्वितीया मालविका ॥

(d) स्थाने खल्वयं प्रसवमन्थरोऽभूत् ॥

(e) दिष्ट्या पुत्रविजयेन दंपती वर्धेते ॥

(f) लब्धास्पदोऽस्मीति विवादभीरुः ॥

(g) स्नानीयवस्त्रक्रियया पत्रोर्णं वोपयुज्यते ॥

(h) यावन्नाश्यायते वेदि..... तावदेवास्य वेलान्तं प्रतापः प्राप दुःसहः ॥

2. Give the force of the affixes in

ब्रम्हभूयं—अग्निसात्—षड्वर्षदेशीय and जानुद्वयस.

VIII 1. Give the nominative singulars of लिह् - गुह् - दुह् - द्रुह् - उपानह् - अनडुह् and तुरासाह्, and the nominative plurals of ऐक्ष्वाक - अष्टन् - पूषन् - अर्वन् - मातृ and चतसृ.

2. Give the second person singular perfect (लिट्) of कृ to do, कॄ to scatter, तृ - यज् - भज् - भ्राज् - चि - जि - स्मि; the third person singular aorist (लुङ्) of गुप् - शाम् - बन्ध् - श्रि - पा (to drink) - व्रज्; and the third person plural and second person singular imperfect (लङ्) of या - शी - रुद्.

IX. Point out the mistakes in

तिस्रो निषादा मत्स्यान् गृहीतुं मध्याहनि नावमध्यास्य प्रतस्थिरे । प्रतिनिवृत्य तेष्वेकतरः स्वस्य कलत्रया मत्स्यानानापयामास.

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

I. Translate into English :—

1. मन्दः कवियशःप्रार्थी गमिष्याम्यपहास्यताम् ।
प्रांशुलभ्ये फल लोभादुद्बाहुरिव वामनः ॥ १ ॥
तं संतश्श्रोतुमर्हन्ति सदसद्व्यक्तिहेतवः ।
हेम्नस्संलक्ष्यते ह्यग्नौ विशुद्धिश्श्यामिकापि वा ॥ २ ॥
तस्य संवृतमन्त्रस्य गूढाकारेङ्गितस्य च ।
फलानुमेयाः प्रारंभाः संस्काराः प्राक्तना इव ॥ ३ ॥
पुरस्कृता वर्त्मनि पार्थिवेन प्रत्युद्गता पार्थिवधर्मपत्न्या।
तदन्तरे सा विरराज धेनुः दिनक्षपामध्यगतेव संध्या॥४॥
अथ नयनसमुत्थं ज्योतिरत्रेरिव द्यौः
सुरसरिदिव तेजो वह्निनिष्ष्यूतमैशम् ।
नरपतिकुलभूत्यै गर्भमाधत्त राज्ञी
गुरुभिरभिनिविष्टं लोकपालानुभावैः ॥ ५ ॥
आस्फालितं यत्प्रमदाकराग्रैर्मृदङ्गधीरध्वनि[illegible]तत्।
वन्यैरिदानीम्माहिषैस्तदम्भश्शृङ्गाहतं क्रोशति दीर्घिकाणाम्॥६
सोपनमार्गेषु च येषु रामा निक्षिप्तवत्यश्चरणान् सरागान्।
सद्यो हतन्यङ्कुभिरस्त्रदिग्धं व्याघ्रैः पदं तेषु निधीयते मे॥७
नवेन्दुना तन्नभसोपमेयं शात्रैकासिंहेन च काननेन ।
रघोः कुलं कुट्मलपुष्करेण तोयेन चाप्रौढनरेन्द्रमासीत्॥८

तस्य पाण्डुवदनाल्पभूषणा सावलंबगमना मृदुस्वना ।
राजयक्ष्मपरिहानिराययौ कामयानसमवस्थया तुलाम्॥९

तस्यास्तथाविधनरेन्द्रविपत्तिशोका-
दुष्णैर्विलोचनजलैः प्रथमाभितप्तः ।
निर्वापितः कनककुम्भमुखोज्झितेन
वंशाभिषेकविधिना शिशिरेण गर्भः ॥ १० ॥

2. न च न परिचितो न चाप्यगम्यः
चकितमुपैमि तथापि पार्श्वमस्य ।
सलिलनिधिरिव प्रतिक्षणं मे
भवति सएव नवो नवोऽयमक्ष्णोः ॥ १ ॥

पत्रच्छायासु हंसा मुकुलितनयना दीर्घिकापद्मिनीनां
सौधान्यत्यर्थतापाद्बलभिपरिचयद्वेषिपारावतानि ।
बिन्दूत्क्षेपान् पिपासुः परिपतति शिखी भ्रांतिमद्वारियंत्रं
सर्वैरुस्रैस्समग्रैस्त्वामिव नृपगुणैर्दीप्यते सप्तसप्तिः ॥२॥

उन्मत्तानां श्रवणसुभगैः कूजितैः कोकिलानाम्
सानुक्रोशं मनसिजरुजस्सह्यतां पृच्छतेव ।
अङ्गे चूतप्रसवसुरभिर्दक्षिणो मारुतो मे
सान्द्रस्पर्शः करतल इव व्याप्तो माधवेन ॥ ३ ॥

भ्रूभंगभिन्नतिलकं स्फुरिताधरोष्ठं
सासूयमाननमितः परिवर्तयन्त्या ।
कान्तापराधकुपितेष्वनया विनेतुः
संदर्शितेव ललिताभिनयस्य शिक्षा ॥ ४ ॥

3. राजन् दुधुक्षासि यदि क्षितिधेनुमेनां
तेनाद्य वत्समिव लोकममुं पुषाण ।

तस्मिंश्च सम्यगनिशं परिपुष्यमाणे
नानाफलं फलति कल्पलतेव भूमिः ॥ १ ॥
सत्यं ब्रूयात् प्रियं ब्रूयात् न ब्रूयात् सत्यमप्रियम् ।
प्रियं च नानृतं ब्रूयादेष धर्मस्सनातनः ॥ २ ॥
अर्थमनर्थं भावय नित्यं नास्ति ततस्सुखलेशस्सत्यम् ।
पुत्रादपि धनभाजां भीतिस्सर्वत्रैषा विहिता रीतिः॥३॥

II. Translate into Sanskrit:

1. King Aśóka became, in religion, a servant of Buddha. The Brahmins of his day, known as Tírthikas, became dissatisfied. They went to the houses of the faithful, and, after blessing them, addressed them thus:—"Honorable Sirs,—If you wish for a blessed hereafter, devote yourselves to the true religion. Ours is the true religion, therefore believe in it. The religion of Buddha is not true, for it provides no salvation, and does not accept the authority of the Védas." Hearing these words of the Tírthikas, some were convinced that the religion of the Brahmins was better than that of Buddha, some did not know how to decide, and some did not believe these Brahmins at all. Then, they, longing for fame, went to Vítaśóka, the brother of Aśóka, and addressed the prince thus:—"May success always attend you, great king; may you always prosper; may you be free from all fear. We have come to tell you what is for your good, please listen to us with attention. If you wish for a blessed hereafter, follow our religion. Ours is the true religion." Thereupon Vítaśóka became the leader of the Brahmins and wanted to win Aśóka's kingdom by fighting against Buddhism. When Aśóka came to know of this, he got his undutiful brother killed.

2. The king is master of all. He shall be holy in acts and speech. He shall be pure, and have his senses subdued, and surrounded by companions possessing excellent qualities. He shall be impartial towards his subjects, and shall always do what is good for them. He shall protect the castes in accordance with the śástras, and shall lead all wrong-doers to the path of duty. He is the guardian of virtue, and must not himself do wrong.

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. Give—

the accusative case singular of aries, Ilioneus, paterfamilias, supellex.

the nominative case singular and gender of fomite, silici, Simoëntis, veribus.

the genitive case plural of Amazonis, canis, linter, nix.

II. 1. "Nonæ Decembres." To what day does this correspond in the English calendar?

2. Put into Latin, using only words for the numerals:—the 17th December, 1891; 40,000 infantry; 4,400 cavalry; each legion had 4,000 foot-soldiers and 300 horsemen; two letters (*litteræ*); the day before yesterday; every other day; in one or two battles at the most.

III. 1. Parse accestis, amicti, diffisi, passis crinibus.

2. Write down the third person plural, pluperfect indicative active, and the supine in "um" of the following verbs:—alliciet, desciscentes, differendum, percellunt, proteret, scindebat.

IV. 1. Derive the following words and trace their meanings to their respective roots:—bidens, contio, municipium, profanum, supplicatio.

2. "Cur valle permutem Sabina
Divitias operosiores?

Translate the above and account for the mood of "permutem." What other construction is possible with the verb "mutare"?

V. Render into idiomatic English the following expressions from Horace:—importuna pauperies; lentus amor; immunis manus; splendide mendax; capitis minor; de tenero ungui; numeris lege solutis; male feriatos Troas; plus vice simplici; curtæ nescio quid semper abest rei.

VI. 1. Scan the following lines:—

(*a*) Aerea cui gradibus surgebant limina nexæque
Aere trabes, foribus cardo stridebat aënis.

(*b*) Tunc ille Æneas, quem Dardanio Anchisæ . . . .

2. Name and define the figures of speech contained in the following extracts:—

(*a*) Iam cœlum terramque meo sine numine, Venti,
Miscere, et tantas audetis tollere moles?
Quos ego—!

(*b*) ludo fatigatumque somno.

VII. Translate into Latin:—

1. Hannibal asserted that he would not draw a sword, if the Gauls allowed him, before he reached Italy.

2. There was no doubt that if the front and rear of the column had not been strengthened, a terrible disaster would have been met with in that defile.

3. The more fiercely they fought and the more crowded the troops were on both sides, the larger was the number of the wounded.

VIII. 1. How would a prose writer express the poetical infinitive in the following passages?—

(*a*) Moveri digna bono die.

(*b*) Non nos aut ferro Libycos populare Penates
Venimus, ...

2. Change into passive construction—
(*a*) Hannibal ad Druentiam flumen pervenit.
(*b*) Ne vobis nocere possent ego providi.

3. Re-write in the form of Oratio Obliqua, beginning with "Dixit":—

"Si eum exercitum, milites, educerem in aciem quem in Gallia mecum habui, supersedissem loqui apud vos . . . . Ne genus belli neve hostem ignoretis, cum iis est vobis pugnandum, quos terra marique priore bello vicistis . . . . Ægates insulas Erycemque ante oculos proponite."

IX. Translate into English and account for the case or mood of the italicised words:—

1. plus inter ipsos, sibi quoque tendente ut periculo prius evaderet, quam cum hostibus *certaminis* erat.

2. cum hac indole virtutum atque vitiorum *triennio* sub Hasdrubale imperatore meruit, nulla re quæ agenda videndaque magno futuro *duci* esset prætermissa.

3. Hic unde vitam *sumeret* inscius
Pacem duello miscuit. O pudor!
O magna Carthago, probosis
Altior Italiæ *ruinis!*

4. Puræ rivus aquæ, silvaque iugerum
Paucorum, et segetis certa fides meæ,
Fulgentem imperio fertilis Africæ
Fallit *sorte* beatior.

5. Qui primus alma risit *adorea*,
Dirus per urbes Afer ut Italas,
Ceu flamma per tædas, vel Eurus
Per Siculas equitavit undas.

X. 1. Give a short account of the persons or events alluded to in the following:—Ægates insulas; Philippis versa acies retro; egregius exsul; Dircæum cyenum.

2. "Sagunti minæ (falsus utinam vates sim) nostris capitibus incident." Who said these words and when? Show how they afterwards became true.

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:

1. Dixit; et aversens rosea cervice refulsit,
Ambrosiæque comæ divinum vertice odorem
Spiravere: pedes vestis defluxit ad imos,
Et vera incessu patuit dea. Ille ubi matrem
Agnovit, tali fugientem est voce secutus:
Quid natum toties, crudelis tu quoque, falsis
Ludis imaginibus? Cur dextræ iungere dextram
Non datur, ac veras audire et reddere voces?

2. Iam pater Æneas et iam Troiana iuventus
Conveniunt, stratoque super discumbitur ostro.
Dant famuli manibus lymphas, cereremque canistris
Expediunt, tonsisque ferunt mantilia villis.
Quinquaginta intus famulæ, quibus ordine longo
Cura penum struere, et flammis adolere penates.
Centum aliæ, totidemque pares ætate ministri,
Qui dapibus mensas onerent et pocula ponant.

3. O fons Bandusiæ, splendidior vitro,
Dulci digne mero, non sine floribus,
Cras donaberis hædo,
Cui frons turgida cornibus
Primis et venerem et prælia destinat;
Frustra: nam gelidos inficiet tibi
Rubro sanguine rivos
Lascivi soboles gregis
Te flagrantis atrox hora Caniculæ
Nescit tangere; tu frigus amabile
Fessis vomere tauris
Præbes et pecori vago.

4. Gens, quæ cremato fortis ab Ilio,
Iactata Tuscis æquoribus, sacra
Natosque maturosque patres
Pertulit Ausonias ad urbes,
Duris ut ilex tonsa bipennibus
Nigræ feraci frondis in Algido,
Per damna, per cædes, ab ipso
Ducit opes animumque ferro.
Non Hydra secto corpore firmior
Vinci dolentem crevit in Herculem,
Monstrumve summisere Colchi
Maius, Echioniæve Thebæ.

5. Omnia norat, omnium aditus tenebat; appellare, tentare, sollicitare poterat, audebat; erat ei consilium ad facinus aptum, consilio autem neque lingua neque manus deerat. Iam ad certas res conficiendas certos homines delectos ac descriptos habebat. Neque vero, cum aliquid mandaverat, confectum putabat: nihil erat quod ipse non obiret, occurreret, vigilaret, laboraret: frigus, sitim, famem ferre poterat.

6. Cogitate quantis laboribus fundatum imperium, quanta virtute stabilitam libertatem, quanta deorum benignitate auctas exaggeratasque fortunas una nox pæne delerit Id ne unquam posthac non modo confici, sed ne cogitari quidem possit a civibus, hodierno die providendum est.

7. Dum ea Romani parant consultantque, iam Saguntum summa vi oppugnabatur. Civitas ea longe opulentissima ultra Iberum fuit, sita passus mille ferme a mari. Oriundi a Zacyntho insula dicuntur, mixtique etiam ab Ardea Rutulorum quidam generis: ceterum in tantas brevi creverant opes, seu maritimis seu terres-

tribus fructibus, seu multitudinis incremento, seu sanctitate disciplinæ qua fidem socialem usque ad perniciem suam coluerunt.

8. Ibi fama est, in quiete visum ab eo iuvenem divina specie, qui "se ab Iove diceret ducem in Italiam Hannibali missum. Proinde sequeretur, neque ut quam a se deflecteret oculos." Pavidum primo, nusquam circumspicientem aut respicientem, secutum; deinde, cura humani ingenii, cum quidnam id esset, quod respicere veritus esset, agitaret animo, temperare oculis nequivisse; tum vidisse post se serpentem mira magnitudine cum ingenti arborum ac virgultorum strage ferri, ac post insequi cum fragore cœli nimbum. Tum quæ moles ea quidve prodigii esset, quærentem audisse: Vastitatem Italiæ esse."

(Not from Text-books.)

9. Gratæ mihi vehementer tuæ litteræ fuerunt, ex quibus cognovi cursus navigationum tuarum. Significabas enim memoriam tuam nostræ necessitudinis, qua mihi nihil poterat esse iucundius. Quod reliquum est, multo etiam erit gratius, si ad me de republica, id est, de statu provinciæ, de institutis tuis familiariter scribes. Quæ, quanquam e multis, pro tua claritate, audiam, tamen libentissime ex tuis litteris cognoscam. Ego ad te, de reipublicæ summa quid sentiam, non sæpe scribam, propter periculum eiusmodi litterarum.

II. Translate into Latin:

One who does not easily content himself with any good which he may reach, is said to be ambitious. Ambitious men can never be truly happy, for they never are quite content. Give them one thing; they wish for another; whatever honours they may obtain, they long for more. Alexander, when he had conquered a large part of the world known in his time, wept because there were no more worlds to conquer. The man who is satisfied with a moderate share of the good things of life, lives in ease and safety.

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: TEXT-BOOKS AND GRAMMAR.

I.

بعثت لنا بدال ابر برا
رجاء للجزيل من الثواب
رفضناء عتيقا و ارتضينا
به اذ جاء و هو ابوتراب
فقلت شويهتي و فجعت قومي
و انت لشاتنا ابن ربيب

غذيت بدرها و غدرت فيها
فمن انباك ان اباك ذئب
لا يوجد الجود الا في معادنه
والشر حيث اردت الدهر موجود
وكن قنوعا فقد جري مثل
ان فاتك اللحم فاشرب المرقه

1. Paraphrase the first two couplets.
2. Parse the underlined words.
3. Analyse the fourth couplet.
4. Rewrite the fifth couplet with the اعراب

II. لقد ضاع شعري على بابكم
كما ضاع عقد على خالصه

In the above couplet—

1. Explain لطافت and تلميح
2. Name the author of it

III. Explain the following sentences, and relate the story which was the occasion of (1) passing into a proverb.

(١) فقال سبق السيف العذل فصار مثلا (٢) كم تساوي عدلك (٣) وليس يغني في هذا الامر الا الحيلة (٤) فقلت له انشدك الله يا شيخ بان تبين لي هذا (٥) وان عدتم عدنا (٦) ما بدالك اعلك تميلين الى ابراهيم (٧) فكنت اختلف اليه (٨) فقال لله دره ماعدا مافي نفسي *

IV. 1. Write short notes on any two of the following persons:

مالك دينار - حاتم اصم - جنيد بغدادي - منصور عمار - فتح الموصلي *

2. A philosopher deduced certain qualities from the characters of the following animals. Name these qualities, using the Arabic words in your text and explaining them in English

هره - غراب - كلب - خنزير

3. A philosopher wrote four lines to كسرى. Name them and the result?

V. Correct or justify the following :—

(١) اذا رايتم الملك ادعوا عليه بالخير (٢) كان في ذالك المدينة رجلين فاضلين احدى هما بلغ من عمره خمسون سنون واخرى هما اربع عشرة سنون (٣) هذان المراتان جاوا الينا ليطلبون منا جواب سوالهم (٤) جاءني اياه وطلبت مني المال (٥) لاتجيء الخير من الناس الذي جعل الشر شعارهم (٦) الا تعلم ان المسلمون موحدون (٧) جاءني رجل الفاضل (٨) كان اخاه الوالمال *

VI. 1. Define تخفيف and explain the various kinds of it.

2. Write down the تعليل in قيل - رسائل - اضافة قلن - مرمي *

Explain the rule for the first one and for the last two.

3. Define ترخيم and اماله giving an example of each?

VII. 1. Explain the formation of تثنيه - جمع سالم - تصغير - اسم الثلاثي المجرد

2. Explain the general rules applicable to الرباعي المجرد والمزيد فيه and والمزيد فيه in the formation of الماضي المجهول and المضارع المجهول.

3. Give with examples the forms that express

صداى حيوانات - علل و امراض - حالة - مرة

VIII. 1. What are the حروف زائده in افعال - افتعال - تفعلل مفاعله - اسنفعال - تفعيل - تفعل and by what simple test can they be distinguished.

2. Explain مطاوعة and name the ابواب which it is found and explain how it operates.

3. Give the خاصيات peculiar to تفعلل - تفعيل - افتعال بصر - بعثرة *

IX. 1. Explain اعراب in فعل and in اسم

2. How are the cases of nouns distinguished?

Into how many classes are Arabic nouns divided according to the different ways in which they take اعراب

3. Name the اسباب تسعة and explain them.

X. Explain and illustrate

المبني - النكرة - المعرفة - التمييز - الحال - البدل

الافعال الناقصة - مفعول ما لم يسم فاعله *

THURSDAY, 7TH DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I. Translate into Arabic:

1. Then the battle joined. One by one the little band that defended the grandson of the Prophet fell beneath the swords of the enemy. They had forbidden Husain to draw sword or defend himself, until the last of them had fallen. There remained at last only Husain and his five brothers. The five flung themselves in a body upon the enemy, were surrounded and cut down. Then the horse of Husain fell to the earth, struck by an arrow. Husain extricated himself. It was the hour of afternoon prayer. Tormented by thirst, the grandson of the Prophet sat down upon the ground without attempting to defend himself—several of the enemy approached to kill him, but none dared to strike. They feared to have to answer on the day of resurrection for the shedding of such sacred blood as his. Husain had a child Abdullah only a year old. He had accompanied his father in this terrible march. Touched by his cries, he took the infant in his arms and wept. At the instant a shaft from the hostile ranks pierced the child's ear, and it expired in his father's arms. Husain placed the little corpse upon the ground. "We come from God and to Him we return," he cried; "O Lord, give me strength to bear these misfortunes."

2. (*a*) What is the matter with you, I see you look sad and troubled.

(*b*) I was in my shop, buying and selling, when a blind beggar saluted me and prayed for me and asked for some charity.

(*c*) I wish to call on you to-morrow, where do you live and when do you receive visitors.

(*d*) I see you do not understand me, perhaps you do not know Arabic, and unfortunately I do not speak Persian.

(*e*) Give me something please to remember you by.

II. Translate into English:

اخبر بعض الفضلاء ان رجلا كان ينزل بنهر المهدى وكان
عليه نعمة فزالت ولم يقدر علي شيء فمطر الناس ثلثة ايام
متتابعة فبقى في منزله لا يقدر على الخروج فاصر به ذلك
وابلغ اليه الجوع و الى عياله فلما كان في آخر الليل جاء

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. Paraphrase:

با تهي دستي ز روشن گوهري مي پرورد
صد يتيم بے پدر را در تہ دامان صدف
در ديدہا سبک نشوي تا چو برگ کاہ
از جا مرو بجاذبۂ کهرباي خلق
خندۂ برقي است کز ابر سيہ ظاہر شود

شادي پا در رکاب نو بهار اين جهان
تواضع مي فزايد رتبۂ ارباب دولت را
ز غلطاني نيايد گوهر از ارزندگي بيرون
رگ گردن فزود از طوق قمري سرو را صائب
ز رعنائي نيارد سر کشان را بندگي بيرون

ہر فضيلت را حدي است کہ چون ازان حد تجاوز نمايد خواہ بافراط خواہ بتفريط برزيلت گرايد - پس فضائل بمنزلۂ اوساط اند و رزائل بمنزلۂ اطراف - مانند مرکز و دائرہ کہ مرکز متعين است با آنکہ ابعد نقاط از محيط است و ديگر نقاط غير متناہي از جوانب او ہر يک از طرفي بمحيط نزديکتر اند پس بنابرين بہ ازاي ہر فضيلتي رزائل غير متناہي باشد *

1. Analyse the fourth couplet.
2. Give the construction of the underlined words.
3. Scan the second couplet.

II. 1. Define حکمت - عدالت - عفت - شجاعت and state the various kinds of حکمت

2. What is meant by امانت in the following انا عرضنا الامانة علي السموات والارض الخ

3. State with your reasons whether عدالت is بسيط or مرکب

III. Write—

1. The various kinds of

ناموس - جائر - اسباب غضب - قواي انساني - صناعت - امراض قوت تميز *

2. The طرفين of مزاح

3. The قوي (قوتها) of نفس ناطقهٔ انساني and state the several branches of each قوت

4. The various kinds of قوت تحريک

5. Another word for each of the following - قوت ناطقه - قوت غضبي - قوت شهوي *

6. The remedy for حسد - حزن - تکبر

IV. 1. Give the Persian equivalents for

خليع العذار - ملاک - وحدت تاليفي - غطيط کردن - ممارات *

2. Distinguish between احسان and عدل - جد and خلق - جهد and رفق - ذکاء and سرعت فهم - انشاء and حسد - انشاد and جهل بسيط - غبطه and جهل مرکب

3. Complete the following sentence :—

از افلاطون پرسيدند که تعلم تا چه وقت مستحسن است گفت *

4. Point out and explain the تلميح in

1. بست در گوشه نشيني دلجمعي گربست
در خم عي نگريزم چو فلاطون چه کنم

2. گلوي نفس چون فرعون را محکم بدست آور
چو موسي اژدها را گرعصاي خويش ميخواهي

V. 1. What verbs are chiefly used in forming مصادر مرکب

2. Name the infinitives which may follow - ارسال - مطالعه - اعتقاد - انتظار *

3 Supply the verbs understood in - دشنامي - رحمي
نويدي - مژده - آب آب *

VI. Supply the words used to express the sounds made by each of the following :—

بلبل - قمري - فاخته - كنجشك - ماكيان - اسب - سگ -
شمشير - تير - ميناي شراب - گاو *

VII. 1 Explain the تشبيه in the following :—

(۱) رخساره چو گلستان خندان
زلفين چو زنگيان لاعب
(۲) داره در زير ران چو پيكل چرخ
چتر بر فوق سر چو خرمن ماه
(۳) زابر سياه و برف سفيد و زمين سبز
طوطي همي پديد شد از بيضهٔ غراب

2. Rewrite without metaphors—

(۱) زيد زنده دل شد (۲) پنجهٔ مرگ درانكس فرورفت
(۳) نگز مهتاب پيمائي نگل خورشيد اندائي (۴) برشگافد
صبا مشيمهٔ شب * طفل خوبين بخاور اندازد (۵) مهش مشك
ساي و شكر مي فروش *

VIII. Give the grammatical name and examples of the تجنيس formed as follows :—

1. Between two words spelt alike but having different meanings.
2. Between two words of the same parts of speech.
3. Between two words of different parts of speech.
4. Between two words with different اعراب

IX. Define and illustrate—

اضافت مقلوبي - لف و نشر - مجاز مرسل - تضاد - اقتباس -
رسال المثل - تنسيق الاعداد - براعت استهلال - رقطا - مهمله *

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I Translate into Persian:

1 In personal bravery, military talents and in devotion to business Aurangzib was probably as great as Akbar. But his suspicious nature, the want of confidence in those around him, his attempts to manage all the details of his government himself, made him most unhappy, and tended to weaken, if not to undermine his empire. The manner in which Aurangzib allowed the Mahratta power to rise reflects little credit on his statesmanship, and the overthrow of the kingdoms of Golconda and Bijapur, whose resources he might have secured to put down those predatory warriors, was a grave political blunder. His oppression of the Rajputs and his forcing jazyia on Southern India make his policy a marked contrast to that of Akbar. Akbar won the Hindus to his side. Aurangzib, by his persecutions, drove them into open enmity, and when he died, he left the Mughal Empire, which in the middle of his reign, had risen to its greatest height and reached its widest extent, weakened and disunited throughout, with the Rajputs and Mahrattas, strong and self-reliant, hovering on its borders and resolved on its downfall.

2. When did you last see him?
I have fever to-day
Sharpen my knife.
Show me your passport.

II. Translate into English:

1. و از اسباب حفظ صحت نفس کار فرمودن قوی ست در افعال جمیله خواه قوت عملي نظري و خواه قوت عملي - چه هر ملکه بتمرین بر عمل رسوخ بیشتر گیرد - و بفترت رسوخش کم شود تا عرضهٔ زوال گردد - و ایدمعني بمنزلهٔ ریاضت بدني ست که در طب جسماني از اسباب حفظ الصحت است - بلکه مدخلیت این ریاضت در حفظ صحت نفس بیشتر است از دخل ریاضت بدني در حفظ صحت بدن - زیرا که ریاضات بدني را بدلي چند متصورست بخلاف ریاضات نفساني - چه هرگاه که نفس از مواظبت نظر معطل شود و از اقتناص شوارد حقائق بجوارح افکار اعراض نماید البته به بلاء و بلادت گراید و از فیوض عالم عقول که غذاي روحاني و رزق سماوي است دور آید - و بحسب معني از رتبت

کمال انسانیت منسلخ و بصورت معنوي حیوانات عجم متمسخ گردد - وبعد از اطلاع برین انتکاس خواه درین نشاء دنیوي و خواه در نشاء اخروي بغیر از حسرت و وبال حاصلي نداشته باشد *

2. رزق نزدیکان حق آید بپاي خویشتن
از تردد در حرم باشد کبوتر بي نیاز
خطر در آب زیرکاه بیش از بحر مي باشد
من از هواري این خلق نا هموارمي ترسم
نیست ممکن بفسون بد گهران نیک شوند
که گره از دم عقرب نتوان وا کردن
مرغ زیرک دام را در دانه مي بیند عیان
درحضور موشگانان سبحه گرداني مکن
حرف حق با باطلان گفتن ندارد حاصلي
در زمین شور صائب دانه افشاني مکن
نیست مفلس را زقرب اغنیا جز پیچ و تاب
رشته از گوهر ندارد بهره جز لاغر شدن
هرگز نمي رسد به طباشیر استخوان
پیش حسب مباد حدیث نسب کني
آن خصم نیست نفس کزا حسان شود مطیع
غافل مشو که تربیت شیر مي کني

3. یکي را گفتند در دنیا چه خواهي ؟ گفت جسم عریان خواهم تا در قیامت خداوندم حلهٔ بهشت پوشاند - و چشم گریان تا آبش آتش دوزخ فرو نشاند - قطعه - اي برادر جامهٔ عوري طلب * کز دریدن وارهي از دوختن * هم بیفشان آبي ازبحرین چشم * تا امان یابي بحشر از سوختن *

4. گل آميزش منعم مدان جز داغ محرومي
نسازد آب دريا سنز هرگز خار ماهي را
گرفتگي سرد ناصح چون خنک گردد
توان از آتش مي سوختن ماين رنگ کاهي را
نميباز دولت دنيا نگردد عيب کس زائل
که زر نتواند از روي محک بردن سياهي را
ميکنند ويران تمول خانهٔ معمور را
انگبين سيلاب باشد خانهٔ زنبور را
چون بر آرد دست چرخ از آستين انقلاب
کاسهٔ دريوزه سازد چيني فغفور را

5. (۱) بمطلب من خوب بر ميخوريد (۲) آيا شما مرا ريشخند ميکنيد (۳) ازين خبر بد ماتش برد (۴) اين قايان نفس نمي دهد (۵) اين اسب هميشه سرتاخت ميرود و اين خوب يورطمه ميرود *

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

URDU: TEXT-BOOKS AND GRAMMAR.

I. 1. اردو زبان کي ابتدا کب سے هي اور اسکي وجه تسميه کيا هي ؟

2. زبان ريختهٔ کا ايجاد کب سے هوا هي ؟

3. غالب کے خلعت کا حال اور اسکے اور حالات لکهو جو اسنے کسي رقعه مين بيان کيا هي *

II. 1. الفاظ ذيل کے معنے سليس هندوستاني مين رقم کرو :—
تدي دل - اپاهج - ستوا بهترا - حوالات - سبيي بهائي - بيورا - نتائج طبع - نويد مقدم - خانه کوچي - قليا هونا - منهائي لينا - آفتاب لب بام - ڈهائي روپيه - شيشهٔ ساعت *

2. ان کے اصطلاحي معنے کیا ہین ؟

تصور - تصدیق - علم حضوري - شکل - نتیجہ - جوہر - عرض - جوہر فرد - نظري *

3. الفاظ مرکبۂ ذیل کے معنے معہ معانئ اجزا تحریر کرو *

چشمۂ حیوان - بیچ میرز - الي الان - ماہیت *

4. انکے اضداد اسي زبان مین کون لفظ ہین ؟

دخل - حضیض - کسوف - بدر - سلخ *

5. ان کے مترادف کیا ہین ؟

عزیز داري - شبہہ - ستارا بہترا - دہقان فلک - قاضئ چرخ - ماہ دو ہفتہ *

III. نثر و نظم ذیل کي شرح سلیس عبارت مین لکھو :—

1. (۱) اسنے مجھہ سے پیام بلکہ ابرام کیا (۲) اعانت کے مراسم تقدیم کو نہین پہنچا سکتا (۳) سعدي کے طرز نے بسبب سہل ممتنع ہونے کے رواج نہ پایا (۴) کس برتے پر تقاضا پاني (۵) وہ ارادہ قوہ سے فعل مین نہ آیا (۶) نرا سفر دور و دراز درپیش ہي زاد راہ موجود نہین - اگر نا پرسیدہ بخش دیا تو خیر اور اگر باز پرس ہوي تو سقر مقر ہي اور پاویہ زاویہ ہي (۷) انت متا سو متا (۸) اتحاد اسمي دلیل مودت روحاني ہي *

۱ آتش حسن سے اک شعلہ سرکش بیني
موجۂ دود لطیف اسکي بہون کي حالت

۲ وہ تري تیغ کي برش ہي کہ سایہ جسکا
کردے اک دم مین بیولی سے مفارق صورت

۳ پیش دشمن نہ گذر حق سے نہین سانچ کو آنچ
بلکہ ہي آتش نمرود گلستان خلیل

۴ عہد مین تیرے جو ہو راہ تعدي مسدود
کھلے فعل متعدي سے نہ باب تفعیل

2. چوتھي بيت کي ترکيب کرو *

3. کسي بيت بالا مذکور کي تقطيع کرو - بحر بھي بتلاؤ *

4. دوسري اور چوتھي بيت مين کيا صنعت ہي *

IV. ابيات مرقومة الذيل کي تشريح معہ تلميحات باختصار تحرير ہو :—

اس پسر کي خضر نے کاٹي جو حلق
بيد اسکا پاسکے کب عام خلق
خضر نے دريا پہ جو توڑا جہاز
سو درستي کا تھا مخفي اسمين راز
شير پشمين از براے کد کرين
بو مسيلم کا لقب احمد کرين
آفتابہ ترک اس گلشن کو کر
تا کہ تحت الارض کو روشن تو کر
مطلع الشمس آ جو اسکندر ہي تو
پھر جہان جاوے تو نيکوفر ہي تو
رو بمغرب ہي تري خفاش حس
رو بمشرق ہي تري در پاش حس

V. سوالات ذيل سے کسي دو کے جوابات تحرير کرو :—

1. غالب نے شعر ذيل کي شرح اپنے رقعہ مين کسطرح کي ؟

جز بخرد مند مفرما عمل
گرچہ عمل کار خردمند نيست

2. نفس کي کتني قسمين ہين ؟ نفس مطمئنہ کي تعريف کيا ہي ؟

3. اس عبارت فارسي کا تکملہ کرو - يا اُس تتمہ کا مضمون اردو مين لکھو *

گويند از ابوالحسن خرقاني رحمة الله پرسش رفت کہ چہ حال داري ؟ فرمود *

4. عبارت ذیل کا مطلب سلیس ہندوستانی مین تحریر کرو اور بتلاؤ کہ غالب نے لفظ ارنی کی تحقیق مین کیا غلطی کی ؟

ارنی کے رے کی حرکت و سکون کے بابمین قول فیصل یہی ہی جو حضرت نے لکھا ہی اگر تقطیع شعر مساعدت کرے اور ارنی بروزن چمنی گنجایش پائے تو نعم الاتفاق ہی ورنہ قاعدۂ تصرف مقتضیٔ جواز ہی *

5. غالب نے کسی رقعہ مین ہندیون کے اشعار کو تولنے کے لئے ایک میزان اور تین طرزین ٹھہرائی ہین اسکا بیان مفصل و مشرح رقم کرو *

6. غالب نے غیاث اللغات کے مصنف کی لیاقت کے بارے مین کیا لکھا ؟

قاطع برہان - محرق قاطع - دافع ہذیان - لطائف غیبی اور سوالات عبدالکریم کس مضمون کی کتابین ہین اور باہم کیا مناسبت رکھتی ہین ؟

VI. 1. ان مثالون مین ب - ا - و - ے - بے - نر - گا - سا - کا معنی کیا ہی ؟

دربدر - لبالب - گفت و گو - راتے رات - گاہ بے گاہ - کچھ نہ کچھ - کھیت کا کھیت - تھوڑا سا *

2: امر تعظیمی - حاصل بالمصدر - مستقبل قریب الوقوع - اور صفت مرکب کیسا بنتے ہین ؟

3. فہمایش کا لفظ جو حاصل بالمصدر ہی درست ہی یا نہین ؟ اگر درست نہو تو اسکی دلیل کیا ہی ؟

VII. ہر ایک کی مثال لکھو :—

موصول - تمیز - بدل اشتمال - جملۂ انشائیہ - کنیت - تستعارہ - مجاز مرسل - تجنیس محرف - ترصیع - سجع - شبیہ مرکب - ایہام *

VIII. ارکان جملہ کونسے ہین اور متعلقات و زوائد کونسے ؟

1. مصدر متعدي نايع مفعول ہونے کي صورت بيان کرو *

2. ہر ايک دو مين کيا فرق ہي ؟

تشبيہ و استعارہ - لف و نشر و تقسيم - لغز و معما - رديف و قافيہ *

3. ان الفاظ کے لغوي اور اصطلاحي معنے کيا ہين ؟

اعراب - مجہول - تشبيب - حشو *

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

URDU: TRANSLATION AND COMPOSITION.

I. Translate into Urdu :

1. "Experience amply shows that nothing valuable is to be attained without labour. Exceptional cases apart, the rule of life is that what costs us nothing is little worth, and that what is esteemed among men is the prize of effort and self-denial. The rich harvest which rewards the husbandman is the fitting sequel to a year of watchful and provident exertion; the successful merchant reaches his envied fortune by the closest vigilance combined with the most skilful calculation; whilst the splendid structure of knowledge which the student aspires to rear is only built up by long years of patient and sustained devotion."

2. "But whenever you *do* command, command with decision and consistency. If the case is one which really cannot be otherwise dealt with, then issue your *fiat*, and having issued it, never afterwards swerve from it. Consider well what you are going to do; weigh all the consequences; think whether you have adequate firmness of purpose; and then, if you finally make the law, enforce obedience at whatever cost. Let your penalties be like the penalties inflicted by nature—inevitable. The hot cinder burns a child the first time he seizes it; it burns him the second time; it burns him every time; and he very soon learns not to touch the hot cinder. If you are equally consistent—if the consequences which you tell your child will follow specified acts, follow with like uniformity, he will soon come to respect your laws as he does those of nature. And this respect once established, will prevent endless domestic evils. Of errors in education one of the worst is inconsistency. As in a community, crimes multiply when there is no certain administration of justice; so in a family, an immense increase of transgressions results from a hesitating or irregular infliction of punishments."

II. Translate into English :

1. میري جان کیا سمجھے ہو - سب مخلوقات تفنّہ و غالب کیونکر بنجا ئین - انت متا سومتا - مصري میٹھي نمک سلونا کبھي کسي شئ کا مزا نہ بدلیگا - بھائي مین نے مانا تمھاری شاعري کو مین جانتا ہون کہ کوئي دم تمکو فکر سخن سے فرصت نہوگي - یہہ جو تم نے التزام کیا ہي ترصیع کي صنعت کا اور دولخت شعر لکھنے کا اسمین ضرور نشست معني بھي ملحوظ رکھا کرو - آخر جون مین صدر پنجاب سے حکم آ گیا کہ پنشن داران قدیم ماہ بہ ماہ نپائین - سال مین دو بار بطریق شش ماہہ فصل بفصل پایا کرین - نا چار ساہوکار سے سود کاٹ کر روپیہ لیا گیا نا رامپور کي آمد مین ملکر صرف ہو - یہہ سود چھہ مہینے تک اسي طرح کٹوان دینا پڑیگا - ایک رقم معقول گھاٹے مین جائیگي - حضرت سے یہ التماس ہي کہ آپ جو ابداء کے بادي اور مجھکو ارسال نامہ کي سبیل کے ہادي ہوے ہین جب تک مین جینا رہون نامہ و پیغام سے شاد اور بعد میرے مرنے کے دعاے مغفرت سے یاد فرماتے رہئے گا - السلام بالوف الاحترام *

2. شورۂ دنیا ہي ہشیاري کمال
عقل کو ہي عقل سے یاري کمال
بولا وہ ہي راز کو حکم نہفت
جفت طاق آتا ہي گاہي طاق جفت
گفتگو سے لب نہ کر تو آشنا
مذہب و مال و مقاصد مین ذرا
جبکہ پاوین خصم ان تینون پہ رو
ہو کمین گہ مین تري جان کا عدو
جب تلک قابو ہي رکھہ انکو چھپا
دوسرے نے جب سنا ظاہر ہوا

دوسرے سے ہین ترے دولب مراد
چاہئے اُن تک نہ آوے ذکر یاد
نور نور چشم حس ہي نور دل
نور دل سے نور دیدہ مشتعل
ٹوٹ تو یہ خانۂ تن زود تر
جیسے نورا شاہ نے خیبر کا در
ہوگیا نو کہنہ سال اے بیخبر
آگیا وقت رحیل اب ہوش کر
جب تلک اس جان ہي روشن چراغ
روغن عرفان سے تو کرلے دماغ

3. (۱) اسکا جھوک خالي ہوگیا اور قریب تھا کہ گر پڑے (۲) وہ خوشي کے مارے جامے مین نہیں سمایا (۳) وہ مشروطي معاش ہي تیز ہي در تیز ہي چلیگي (۴) اسکا بیٹا مسمی بہ محمود المعروف بمیا جان نہایت ہونہار لڑکا ہے (۵) اِس میز کے جوڑ کھل گئے ہین اسکي مرمت کے واسطے بڑھائي کو بلا بھیجو *

4 آنکھہ نہ لگنے سے سب احباب نے
آنکھہ لگجانے کا چرچا کیا
ناصح کو جو چاہون تو ابھي ٹھیک بتادون
پر خوف خدا کا ہي کہ مین کچھہ نہین کہتا
جان شیرین کب گئي ہي کوہکن کي رایگان
کہتے ہین شیرین نے آخر آنکو جوہر کیا

III Write an essay in Urdu on *one* of the following subjects:—
(1) "The evils of famine." (2) "The adaptation of the bodies of animals to their habits of life"

بزبان اردو تحریر کرو:—
(۱) قحط سالي کي خرابیان *
یا (۲) خلقت حیوانات کے جسم کي انکي گذران ا عادات کے مطابق *

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL : TEXT-BOOKS AND GRAMMAR.

I. 1. "பாரதம்," "கௌரவர்," "அத்தினபுரி;" இப் பெயர்கள் எக்காரணங்களால் உண்டாயின ?

2. நீர் பரீக்ஷைக்குப் படித்த பாரதமும், நாலடியாரும், நைடதமும் எவரெவராற் செய்யப்பட்டன ? அவர்கள் சரித்திரங்களில் ஒவ்வொன்றையும் நாலைந்து வரிகளுக்கு மேற்படாமற் சுருக்கி எழுதுக.

II. 1. அடியில் வரும் பாட்டிற்குப் பொழிப்புரை யெழுதுக :

ஆண்டகை கன்னிமுன்ன ரவயவ மனைத்துமீந்து
காண்டக மலர்த்தநீப மெனமுகங் கவினநின்றான்
பாண்டவர் யாமளத்தின் படிபக டாதியாக
வேண்டிய பலிகளீந்து வென்றியும் வேண்டிமீண்டார்.

2. மேற்பாட்டில் ஆண்டகை என்னபெயர் ? அப்பதத்திற்குப் பொருளென்ன ?

3. நின்றவன் யார் ? கன்னியார் ?

4. கவின - என்னசொல் ? அதற்குப் பகுதியெது ?

III. 1. அடியில் வரும் பாட்டிற்குப் பதவுரையெழுதுக :

சுற்றுமன்னவர்சொற்றசொற்களிற்பகைதொலைத்
தனன்போலாகிச்
செற்றுவார்கழற்சுவேதனைத்தன்பெருஞ்சேனையி
ன்பதியாக்கி
அற்றைநாண்முரசறைந்தமர்குறித்தலுமரவமின்
மகன்றெவ்வர்
கொற்றவெம்படையனைத்துமோரம்பினாற்கொல்
வனோர்தினத்தென்றான்.

2. அற்றைநாள் - இது என்னதொடர் ? இதில்மென்றொடர் - வன்றொடரானதற்கும் - ஐகாரம் வந்ததற்கும் நன்னூற்சூத்திரங்களைத் தெரிவிக்க.

3. அரவமின் - யார் ? மகன் யார் ?

IV. 1. அடியில் வரும் பாட்டிற்குக் கருத்துரையெழுதுக :

முருகுயிர்த்தளியின மூசுபூங்குழற்
கருதருபெருந்துயர் காண்கிலேனெனாப்
பரிதெடுந்தேரொடும் பரிதிவானவன்
உரவுநீர்க்கருங்கட லொளித்திட்டானரோ.

2. பூங்குழல் - என்னதொகை ? பரிதிவானவன் - என்னதொடர் ?

V. 1. அடியில் வரும் பாட்டை வசனக்கிரமமாக எழுதுக.

வரத்தான்மறையாற்றும்பெற்றவரிசாபங்கள்பிடித்ததனிக்
கரத்தான்மறைந்த தவரவர்தங் கடைக்கண்படைக்கண் விரைந்துவிடு
சரத்தான்மறைந்த தகல்வானந் தரணிதலமச் சரந்துணித்த
சிரத்தான்மறைந்ததுகுகுருதிச் சேற்றான்மறைந்த திசைநான்கும்.

2. வரிசாபம், அகல்வானம், தரணிதலம் ; - இவை யென்னதொடர் ?

3. வரிசாபம், உகுகுருதி ; இம்மொழிகளுக்கர்த்த மென்ன ?

VI. 1. கடந்துளோர்களுங் கடப்பரோ மக்கண்மேற் காதல் - இப்பாட்டு முழுவதும் எழுதிச் சந்தர்ப்பத்தைத் தெரிவிக்க.

2. அடியில் வருவனவற்றிற்கு அர்த்த மெழுதுக :

(a) மிகைப்படுதுன்பமும் விழையுமின்பமும்.

(b) மறுமைக்குவித்து மயலின்றிச்செய்து
சிறுமைப்படாதேநீர் வாழ்மின்.

(c) நெடிபடுகானிடைத் தமியைநீங்கிப்போய்ப்
படுபரலமளிமேற் பள்ளிகொள்ள.

(d) கொள்ளைவண்டினமிழி நறவுகூட்டுணும்
வள்ளைவாய்மலரவிழ் வாவியங்கரை.

(e) உரைசெய்மாற்றமோர்ந் துள்ளுயிருருகுறத்தழுவிக்
கரைசெய்வேலையிற்கருந்தடங்கண்கணீருகுப்ப

(f) தந்தாவள சேனை தரிப்பறவே
தந்தாவள முற்றன சாயுறவே.

VII. 1. தம்மை - அரியராநோக்கி யறனறியுஞ் சான்றோர்
பெரியராக்கொள்வது கோள் - எது கோளன்று ?

2. யார்மாட்டுங் கலவாமை கோடியுறும் - ஏன் ?

3. செல்லாவாஞ் செற்றார் சினம் - யார்மேல் ?

4. செல்வமுடையாருஞ் செல்வரே - எப்போது ?

5. படாஅவாம் பண்புடையார்கண் - எவை ?

VIII. 1. யாவன் நீ, இதில் என்ன வழுவமைதியுளது ?

2. நகை, உடன்ற, வேறல், அற்றம் (குறைவு); இவற்றின் பகுதிகளெவை ?

3. சிலேதுணித்து - இதில் வல்லினம் மிகாமைக்கு நன்னூற்சூத்திரமென்ன ?

4. லளவேற்றுமையில் என்ற சூத்திரத்தை யெழுதி உதாரணங்கள் காட்டுக.

5. பா - எத்தனை வகைப்படும் ? அவை எவை ? பாவிற்குரிய உறுப்புக்கள் எவை ? வெண்பாவிற்குரிய தளை எது ? அதன் வகை யாது ?

IX. பெரியபுராணத்திற்கு வேறு பெயர் யாது ? இப்புராணம் ஆதியில் யாருக்கு யாராற் சொல்லப்பட்டது ?

X. 1. சிவனுக்குத் திருமேனியாகவுள்ள அட்டமூர்த்தங்கள் எவை ?

2. பாண்டியனுடைய மறு பெயர்களில் நான்கினை எழுதுக ?

3. சம்பந்தர் முத்துச்சிவிகையை எத்தருணத்தில் எவ்விடத்திற் பெற்றார் ?

4. படிக்காசுபெற்றவர் யார் ? எவ்விடத்தில் ? எதற்காக ?

5. திருமறைக்காட்டிற்கு வேறு பெயர் யாது ? அது எங்குளது ?

6. உலவாக்கிழி - எவரால் யாருக்கு எச்சமயத்திற் கிடைத்தது ?

7. ஆண்பனை பெண்பனையானது எவ்விடத்தில் ? எச்சமயத்தில் ?

8. பஞ்சகிருத்தியம், பஞ்சகதி, மும்மலம், முக்கரணம், முக்குற்றம், இவை எவை ?

XI. அங்கம்பூம்பாவை, மங்கையர்க்கரசி, இவர்களுடைய சரித்திரங்களையும், திருக்கதவுகாப்புநீங்கித் திறந்த சரித்திரத்தையும் சுருக்கி ஒரு பக்கத்துக்கு மேற்படாமல் எழுதுக.

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

TAMIL : TRANSLATION AND COMPOSITION.

I. Translate into Tamil :— [See Urdu Translation paper, page cv.]

II. Translate into English :—

1. கான்றுருயிரொழுகக் கண்ணீர் கவுளலைப்ப
ஊன்றோய்கணைபட் டுழலும் பிணையொத்தேன்
மான்றேரரசர் முடியுமுத வார்கழற்காற்
றோன்றாலென் கண்களிப்ப வின்னமுமென் றோன்றிலையே.

2. கொல்லையிரும்புனத்துக் குற்றியடைந்தபு
லொல்காவேயாகு முழவுருமுபடைக்கு
மெல்லியரேயாயினு நற்சார்வுசார்ந்தார்மேற்
செல்லாவாஞ் செற்றார் சினம.

3. கொள்ளை வண்டினங் கூட்டுணு நறுமலர்க்கோதை
யள்ளலங்கருஞ் சேற்றிடை யரக்கிதழ் விரிந்த
வள்ளவாய்ச்செழுங் கமலமேன்மடவனந்துயில்கூர்
வெள்ளநீர்வயல்விதர்ப்பர்கோ னகரமேயினளால்.

4. தீங்கரும்பீன்ற திரள்காலுளையலரி
தேங்கமழ்நாற்ற மிழந்தா அங்-கோங்கு
முயர்குடியுட்பிறப்பினென்னும் பெயர்பொறிக்கும்
பேராண்மை யில்லாக்கடை.

III. Translate the following :—

1. (*a*) தனக்குப்பின் தானம்.

(*b*) கைக்கெட்டினது வாய்க்கெட்டவில்லை.

(*c*) அளவுக்குமிஞ்சினுல் அமிர்தமும் நஞ்சு.

(*d*) ஆனைக்கும் அடிசறுக்கும.

2. அதுகேட்டஆசிரியர் பெருமான் திருவருள் சுரந்து திருவுள்ளங்கனிந்து, ஒன்றிற்கும இனி அஞ்சவேண்டுவதில்லை, நீங்கள் களிப்படையுமபடி யாவருங் காண அரச சமுகத்தில் அச்சமணர்களை வாதில் வென்று அவ்வேந்தர் வேந்தனை வெண்ணீறணிவிக்கும்படி நம்பெருமான திருவருள்செய்யுமென்று திருவாய்மலர்ந்தருளினுர். அம்மருந்துமொழி கேட்ட அளவிலே அவ்விருவரும், பெருப் பெரும் பேறு பெற்றவர்களாய், அகமகிழ்ந்து முகமலர்ந்து எம்பெருமானிங்கெழுந்தருளப்பெற்ற தவமுடைய இந்நாடும் யாங்களும இனி என்பெறமாட்டோம் என்று மீடும் வணங்கினுர்கள. உடனே பிள்ளையார் திருவருளைச்சிந்தித்து, உலகத்தவாச்ள் செய்த வினைக்கீடாகச் சமயம் அறிவு அறுபவம் முதலியனவெல்லாம் சிலகாலத்தில் வளர்ந்தோங்கி ஆவதும் சிலகாலத்திற் சுருங்கி ஒழிந்து அழிவதும் எமமையாளுடையார் திருவருட்செயலாம என்றனர்.

IV. Write an essay in Tamil on *one* of the following subjects :—

(1) "The evils of famine." (2) "The adaptation of the bodies of animals to their habits of life."

(1) 'பஞ்சத்தினுல் வருங் கேடுகள்.' (2) 'பிராணிகளின் உடல்கள் அந்தந்தப் பிராணிகளின் வாழ்க்கை வகைகளுக்கு ஏற்றவை.'

WEDNESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. నన్నయభట్టారకుఁడు, పెద్దనార్యుఁడు, — వీరిచారిత్రములను సంగ్రహించి వ్రాయుఁడు. మఱియు, వీరికవిత్వధోరణులం గలభేదమును నిరూపింపుఁడు. 2. వర్ణనవ్యత్యాసమునుబట్టి కావ్యములెన్నివిధములు? అందు శాకుంతలము ఎందులోఁ జేరునో సహేతుకముగా వ్రాయుఁడు. 3 శకుంతలావరూధినీకథలకు మూలము లగు సంస్కృతగ్రంథము లెవ్వి? మూలవిరుద్ధవర్ణనములు మీపాఠ్యగ్రంథములలోఁ గనిపించు నేని రెండిటిని సూచింపుఁడు

II. 1. "వికటకూటకోటివిటంకశృంగాటకాఢ్యాకమానజరదిందుబింబగళదమృతబిందుదుర్దినార్ద్రీకృతసల్లకీపల్లవప్రభంజనపరాంజనహస్తిహస్తము." దీనియర్థమును నాలుగు విడివాక్యములుగాఁ దేటమాటలతో వ్రాయుఁడు.

2. "బలమతి కామక్రోధంబులు రెండు జయింపఁబడి తపోవీర్యబలంబులఁజేసి చేయునవి నిచ్చలు నెవ్వనియేని పాదసంవాహంబుల్." ఈ పద్యముయొక్క భావము వ్రాయుఁడు.

3. ఈ క్రిందిపద్యములకు దండాన్వయములు లిఖియింపుఁడు:—

(a) క్వణదనుకింకిణీకలితకాంచనకాంచికలాపముల్ రణ
న్నణికలనూపురంబులు సమధ్వని నెప్పఁగ భక్తిఁ బాదచా
రిణి యయి కన్యకాజనపరీత సుభద్ర తదద్రిపూజన
ప్రణతులు సేసె నింద్రసుతుఁ బార్థు నిజేశ్వరుఁగాఁ దలం
చుచున్.

(b) గంగాస్వచ్ఛతరంగిభంగికయశోగాఢచ్ఛవిచ్ఛిన్నసా
రంగాంకాంకనిరంకుశప్రతికళాప్రౌఢిప్రియంభావుకా
గాంగేయాచలచాపనూపురవచోగాంభీర్యలీలాస్పదా
బంగాళాంగకళింగభూపసుభటాభ్రశ్రేణిజంఘానిలా

III. 1. "భ్రమరకీటన్యాయము" అనఁగా నెట్టిది? మీరిపుడు చదివినమఱొక్కన్యాయము పేరు వ్రాయుఁడు.

2. శిలోంఛవృత్తు లెట్టివి ? క్షపణికులు, కాపాలికులు,—వీరెట్టివారు ?

3. "మనమిప్పు డేవాయుపథమున నున్నాము" — వాయుపథము లెన్ని ? వాని పేర్లేవి ?

4. అర్జునుతీర్థయాత్రాకాలపరిమితి యెంత ? ద్రౌపదివలె బహుభర్తలను ఒక్కసారిగాఁ బెండ్లాడిన ప్రాచీన పుణ్యస్త్రీలను ముప్పురను దెలుపుఁడు.

5. శాస్త్రసిద్ధము లగువివాహము లెన్నివిధములు ? అందు మీ పాఠములందుఁ జెప్పబడినవాని పేర్లు ఏవి ?

IV. 1. (*a*) లేకున్ననిఁక నాకు నీళ్లు విడువుఁడు (*b*) పురుషపికంబు మ్రింగె రుతమున్ గళి మందునె శీత మేగియుఁ. (*c*) లక్షమొదవుల నీకిత్తు నక్షయముగ. — ఈవాక్యములయర్థములను స్పష్టముగా వ్రాయుఁడు.

2. దందస్యామానము, అసితపక్షుఁడు, కేదారకటక, కుతపకాలము,—వీనికిఁ బర్యాయపదములు వ్రాయుఁడు.

3. ఆహవము, మాయావులు, నా కది యీయఁ దగును, వివాహప్రాప్త.—వీనిని రెండేసియర్థములందుఁ బ్రయోగించి చూపుఁడు.

4. (*a*) ఆశీర్వచనము, వరము ; (*b*) ప్రత్యూహము, ప్రత్యూషము ; (*c*) సారంగ, సారాంగ ; (*d*) అభ్రము, అభ్రమువు —ఈ జంటలకుం గల యర్థభేదమును వ్రాయుఁడు.

V. 1. (*a*) భోగ_____మయ్యెఁ బూచిన సంపెంగ
పొలుపు_____లకుఁబోలె.

(*b*) ఫలార్థియైనవాఁడు తత్ఫలా_____
_____ పరికింపండు.

ఇందు గీఁతలపట్ల నుండఁదగు పదంబులఁ జేర్చి వ్రాయుఁడు.

2. (*a*) ప్రజలకెల్లను గడు రామరాజ్యమయ్యె (*b*) కనుమా శచితోడినాటిం ఘనముగ నీవుఁ. (*c*) ఓభూదేవీ! నీలోనికి నాకు దారి యిమ్ము.—వీనియందు కవిహృదయము వ్యక్తపఱుపుఁడు.

3. (a) క్రుమ్మరియెడుప్రొద్దులు, (b) దారను గ నెంతమాత్రం బు తలంప నేను.—ఇందు గీఁతలు గీసిన పదముల సాధుత్వాసాధుత్వములను బరీక్షింపుఁడు.

VI. 1. ఒల్ల, దివ్వని, ఒవ్వమి, — ఇవి యేయేధాతువులయొక్క యేయేరూపములో వ్రాయుఁడు.

2. "ధర్మతనయుం డనుజులుం దానును జనుదెంచె"—ఇందలి యేకవచన క్రియకును, "వీరు కుంతీమహాదేవులు" — ఇచటి బహుత్వ రూపమునకును, సారస్యమేమి?

3. చౌలము, అర్ధరాత్రము, ఆసంధ్యము, తృణస్త్రైణములు — వీనికిని, "ధన్యుల కాసుభద్రకు శతక్రతుపుత్రున కుద్భవించె న। న్నాన్య యశుఁడు"—ఇందలి మొదటిపదమునకును, విగ్రహములు వ్రాసి ఆయా వృత్తులపేళ్లు దెలుపుఁడు

VII. 1. (a) చలిమలవల్లనుల్లసిలు (b) అసితోపలశ్యామలామలాంగి మెఱుపునుబోలెను వఱలును, (c) గోధేనువులు, (p) అధ్యాపనతత్పరుఁడు.—ఇందలిశబ్ద వైచిత్ర్యమునుగాని యర్థవైచిత్ర్యమునుగాని వివరించి తెలుపుఁడు.

2. (a) "ఓసీ! ఇది పట్టిచిత్తరువుబొమ్మ గాదఁటే!" — భవభూతి. (b) "పతులకడన యునికి సతులకు ధర్మవు" — భారతము. (c) "శౌర్యమే యుంకువ చేసి"—భాగవతము.—ఈ వాక్యములను జదువఁగానే మీరు చదివినగ్రంథములందలియేవాక్యములు అర్థసామ్యము వలనఁగాని శబ్దసామ్యమువలనఁగాని జ్ఞాపకమునకు వచ్చఁదగి యున్నవి?

3. "కాంచితె సూత యీమృగము గంతము ద్రిప్పి రథంబు సారెకుం
గాంచుచుఁ బోవుచుఁ విశిఖఘాతభయంబునఁబూర్వకాయముఁ
వంచి సగంబు మేసినతృణంబు శ్రమంబున నేల వ్రాలఁగా
నించుకయుర్విఁ జాల దివి నేగెడు నందక గంతులేయుచుఁ"

భరతాభ్యుదయము.—

ఈ పద్యమునకును మీరు చదివిన పద్యమునకును దారతమ్యము గలదా? సప్రమాణముగ వ్రాయుఁడు.

VIII. 1. "నీయం దాపురోచనకృతం బైనదుర్యశఃపంకంబు పాండవానుగ్రహజలంబులంజేసి కడిగికొనుము" — ఇందలియలంకారము పేరు వ్రాయుఁడు.

2. ఏయేధర్మములందు ఎవ్వరెవ్వరితో ఈశ్వరనారసింహరాజునకుఁ బోలిక కల్పింపఁబడియె?

IX. 1. ప్రేరణార్థమం దేయే ప్రత్యయములు తెలుఁగులో వాడఁబడును?

2. (a) ధర్మవె తాత్పర్యముగా (b) దానికి నసఘుఁడు కరుణించె, (c) ధౌమ్యుతో వేదము చదివె, (d) తల్లిఁ బ్రజల న్నసుఁ గూర్పుము.—ఇందలి విభక్తి ప్రత్యయము లేయేయర్థములను బోధించును?

3. "మేనం బులకలు వొడమెడును" ఇటఁ గ్రియాపద మేకాలమును దెల్పును?

X. 1. నాటక పరిభాషలోఁ "ప్రవేశము" అని దేనికిఁబేరు? మీ పాఠమునుండి దాని కొక్కలక్ష్యము చూపుఁడు.

2. అనసూయా ప్రియంవదలకు దుష్యంతుని పేరు ముందుగా నెట్లు తెలియఁ గలిగెను?

3. కణ్వతపోవనముయొక్క "పరిపూర్ణత"ను దుష్యంతుఁడు వర్ణించినతెఱఁగు కొంత సూచింపుఁడు.

4. "—సం। ధ్యాలు రెండును భూతయక్షదానవగంధ। ర్వులు గ్రుమ్మరియెడుప్రొద్దులు."—ఈ యర్థమే శాకుంతములో నెట్లు వర్ణింపఁబడియున్నది?

XI. 1. "తిలాసుమణికోటినంఘటితదివ్యదేహంబుతో"—ఇది యే వృత్తముయొక్క పాదము? దీని గణవిభజనము చేయుఁడు

2. తరువొజకును ద్విపదకును గలపోలిక యెట్టిది? వాని కేయే గణములు రావచ్చును?

WEDNESDAY, 16TH DECEMBER, 2 TO 5 P.M.

TELUGU: TRANSLATION AND COMPOSITION.

I. Translate into Telugu:—[See Urdu Translation paper, page cv.]

II. Translate into English:—

1. పురుషుఁడు—నేను వల గాలము మొదలయిన చేఁపలనుబట్టు
సాధనములచేతఁ గుటుంబభరణము చేసికొ
నుచున్నాను.

శ్యాలకుఁడు.—(నవ్వి) నీ జీవనము బహు పరిశుద్ధమైనది.

పురు.—దేవా! తమ రిట్లు సెలవిచ్చ రాదు.

గర్హితమె యైనను సహజకర్మ మెపుడు
వదలఁ గూడదుగా దె యెవ్వారలకును
త్మ్మాసురుఁడు పశుమారణకర్మ చేత
దారుణుం డైన మృదువె యౌ దయను బూనిఁ.

శ్యాల—తరువాత. తరువాత.

పురు—ఒక నాఁడు నేనొక యెఱ్ఱచేఁపను గోసితిని. అప్పుడు దానికడుపులో రత్నప్రభాభాసుర మైనయీయుంగరము కనఁబడినది తరువాత నేను దీని నమ్మఁ జూపుచు మీచేతఁ బట్టువడితిని. మీరు నన్నుఁ జంపినను సరే. విడిచినను సరే. ఇది వచ్చినవిధ మింతే.

2. కుందనమువంటిమేను మధ్యందినాత
పోష్ణహతిఁ గందె వడదాఁకె నెప్పు లొలుకు
వదన మస్మద్గృహంబుఁ బావనముఁ జేసి
బడలికలు వాసి చను మన్న బ్రాహ్మణుండు

3. సుతశతవర్జితాశ్రమము సూడఁగ నొపక మేరుపర్వతో
న్నతపృథుశృంగ మెక్కి పడిన న్తునినల్లభుదేహబంధ మ
క్షత మయి తూలసంచయనికాశత నెప్పె ననంతసంతత
వ్రతనియమప్రభావులగువారలఁ బొందునె దేహదుఃఖముల్

4. వననిధిలోనిరత్నములు వాసుకిమూర్ధజరత్నసంఘముల్
గొనఁగ నవశ్యముఁ జనులకుఁ సమకూఱదుగాన నెప్పుడుం

గొనఁగఁ బరార్థ్యవస్తువులఁ గోరినవానిన యిత్తు రత్తెఱం
గునఁ బచరింతు రంగళులఁ గోమటు లప్పరి సిద్ధరత్నముల్.

5. అసురుఁ జెవి శాస్త్రమునఁ గుండలమునఁ గాదు
పొనరుఁ జే యిచ్చావిఁ గంకణమునను గాదు
ఉరుదయాఢ్యులమేను పరోపకార
కలన రాణించు గందంబువలనఁ గాదు

III. Write an essay in Telugu on *one* of the following subjects:—
(1) "The evils of famine." (2) "The adaptation of the bodies of animals to their habits of life."

(1) క్షామమువలని చెడుగులు. (2) జీవజంతువులయొక్క యభ్యాసము (వాడుక) లకు తగినట్టు వాని దేహములు పొసఁగియుండుట.

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. (*a*) కన్నడ జైమిని భారతవన్ను యావాతను, యావాగ్యై, యావ కడెయల్లి రచిసిదను? (*b*) శాకుంతల నాటకద పద్యభాగద భాషె, మత్తు గయోపాఖ్యానద భాషె, ఇవుగళల్లి యావదు హెచ్చు హళేదాగి కాణుత్తదె? ఉదాహరణ సహితవాగి తిళిసిరి. (*c*) శాకుంతల నాటకదల్లి సూత్రధారను మాడత్తక్క కార్యవేను? సూత్రధారనెంబ హెసరు బరలిక్కె కారణవేను? (*d*) గయోపాఖ్యానద కథెయన్ను యారు యారిగే హేళిద్దు?

II. (*a*) "తక్కృష్ణగావ పరియిందాగయెనొళాదుదతి కోపం?" ఇదక్కె ఉత్తరవన్ను బరెయిరి. (*b*) గయోపాఖ్యానదల్లి నారదను కలహప్రియనెంబ తన్న బిరుదన్ను హ్యాగె స్థాపిసిదను? ఈ విషయదల్లి నారదన గుణవిశేషక్కూ జ్వాలెయ గుణవిశేషక్కూ తారతమ్యవేను?

III. (*a*) ఇదరల్లియ పద్యవచనగళ శ్లేషార్థవన్ను వివరిసిరి:—

1. అభిలాషి యంతిరే సదానవంసిరియంతే।
విభవాస్పదం కలానిధియు తే మృగధరం।

ನಭದಂತೆ ಕುಜಯೊತಂ ದ್ವಿಜನಂತೆ ವಂಶ ಪರಿಶೋಭಿತಂ
ಸ್ವರ್ಗದಂತೆ॥

* * * ತಚ್ಛೈಲಮಿಸೆದರ್ದುದು॥

2. ಭಗವದ್ಗೀತಾ ಪ್ರಥಮಾಧ್ಯಾಯದ ತೆ ವಾಹಿನೀಮಧ್ಯ ಸಂಚರ ದ್ಧಾರ್ತರಾಷ್ಟ್ರ ವಿಲೋಕನ ದೂಯಮಾನ ಮನಸ್ಕ ಬಕಾರಿ ಸಹಜ ವಿಷಾದ ಪ್ರಕಟೀ ಕರಣ ಧುರೀಣಮಾಗಿಯುಂ.

(b) ಕೆಳಗಿನ ಪದ್ಯಗಳ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ :—

1. ಭೂರುಹಮೂಲದೊಳ್ ಶುಕಕುಣಾಶ್ರಯಕೋಟರದಿಂದೆಬೀಳ್ದನೀ।
ವಾರಮುಮಿಂಗುದೀ ಫಲವಿಭೇದನದಿಂ ನುಣುಪಾಂತಕಲ್ಗಳುಂ॥
ಸೋರುವ ವಲ್ಕಲಾಂಚಲದ ನೀರಿನ ರೇಖೆಯಿನೊಪ್ಪು ವೀಜಲಾ।
ಧಾರದಮಾರ್ಗಮುಂಸಲೆ ತಪೋವನಮೆಂಬುದ ತಾನೆ ಸೂಚಿಕುಂ॥

2. ವಿತ್ರಸ್ತಾಖಿಲ ಧಾರ್ತರಾಷ್ಟ್ರಪೃತನಾ ವೀರಾತಿ ಲಂಭ್ಯೋಲ್ಲಸ।
ಚ್ಚಿತ್ರಸ್ಯಂದನ ಬಾಹುವೀರ್ಯ ಘನರಶ್ಮಿ ಪ್ರಾಪ್ತ ಬಂಧಾಚಿ॥
ದ್ಗಾತ್ರಸ್ವೇದ ವಿಘೂರ್ಣಕಾರವ ವಿಲೋಕ್ಷಾ ವಾಪ್ತಕುಂಭಗ್ರಭಃ।
ಪಾತ್ರೀಭೂತ ಕಣಾಧನಂಜಯನು ತದ್ವ್ಯಾಪಾರಮೇವೇಳ್ವೆನೈ॥

(c) ನಿದಾಘ, ಆಕುಗ, ಆಣತಿ, ನನ್ನಿ, ಸೊಲ್ಗೆಯ್ಯು, ಕವಲಂಬ, ಡಿಂಗರಿಗ, ವೆಂತಣಿಸು, ಮುಡುಹು, ಅರ್ಜುನ.—ಈ ಶಬ್ದಗಳ ಅರ್ಥವೇನು?

IV. (a) ವಿಷ್ಕಂಭಕ ವೆಂದರೇನು ? (b) ದುಷ್ಯಂತನ ರಾಜ್ಯದಲ್ಲಿ ಪ್ರಜೆಗಳು ಎಷ್ಟು ತೆರಿಗೆಯನ್ನು ಕೊಡುತಿದ್ದರೆಂದು ಕಾಣುತ್ತೆ ? (c) ಶಾಕುಂತಲ ನಾಟಕದಲ್ಲಿ ನೀವು ಓದಿದ ಭಾಗದಲ್ಲಿ ಪ್ರಮುಖವಾಗಿ ಕಂಡುಬಂದ ಮೂರುರಸಗಳನ್ನು ಯಾವ್ಯಾವ ಕಡೆಗಳಲ್ಲಿವೆ ಯೆಂಬದನ್ನು ಸೂಚಿಸಿ ತಿಳಿಸಿರಿ. (d) ಅಂಬುರುಹ ಲೋಲಂಬ ಮತ್ಸ್ಯ ಕಚ್ಛಪವಾರಿ । ಕಂಬುಶ್ರೀಕರ ಚಕ್ರವಾಕ ಶೈವಾಲಕಾ । ದಂಬಗಂಭೀರ ಸೈಕತ ಮೃಣಾಳಂಗಳವು ತನಗವಯಂಗಳಾಗೆ॥ - ಇದರಲ್ಲಿ ಯಾವ್ಯಾವುದು ಯಾವ್ಯಾವ ಅವಯವ ವೆಂದು ಕವಿಯ ಭಾವನೆ ?

V. (a) "ತಿಳುಪಿದಂ ಪಿಂತೆ ಭಾರತಯುದ್ಧ ಮದ್ಯದೋ । ಳ್ಳಿನ ನಾಭಂ ನಿನಗೆ ಮತ್ತೆಯು ಮಹಂಕಾರ । ಮಳಿದುದಿಲ್ಲ"—"ತಿಳುಪಿದಂ" ಎಂಬದೇನು ? ಇದನ್ನು ಯಾವ ಗ್ರಂಥದಲ್ಲಿ ವಿಸ್ತಾರವಾಗಿ ಹೇಳಿದೆ ? (b) "ರುಕ್ಮಾಂಗದ ಹರಿಶ್ಚಂದ್ರ ಭೂಚಕ್ರಪಾಲಕರಾತ್ಮಜರಮೊಗ ನೋ

ಡಿದರೆ ? "—ಯಾವ ಸಂದರ್ಭದಲ್ಲಿ ? (c) 1 ಕುರುವಿನ ಮೇಲೆ ಬೊಕ್ಕೆಯೆದ್ದಂತಾಯಿತು 2. ಪೊಳ್ಳು ಮಾಳ್ಪೆನು ಯುದ್ಧರಂಗ ದೊಳ್ಗಾಬೆಂಣೆಗಳ್ಳ ಕೃಷ್ಣನ ಪರಾಕ್ರಮ ಮಧಿಕಮಲ್ಲ. 3. ಆನರ ನಾಮ ಮಾತ್ರನರನಲ್ಲದೆ ಶ್ರೇಷ್ಟೆಯೊಳಲ್ಲ.—ಈ ವಾಕ್ಯಗಳು ಯಾರು ಯಾರೊಡನೆ ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಹೇಳಿದಂಥೆವುಗಳು ? ಅವುಗಳ ತಾತ್ಪರ್ಯವೇನು ?

VI. (a) ನಲಿದುಲಿದು ಸುಳಿದಿಳದು ಬೆಳದಳದು ತೆಳೆದೆಳದು ಪೊಳೆದುಸೆಳದು - ಇದು ಯಾವಪ್ರಾಸ ? (b) 1. ಬಲವದ್ವೈರಕೆ ಪಾತ್ರನಾಗಿ ಜವದಿಂ ಬಂದಂತಿವಂ ತೋರುವಂ. 2. ಯಾಮಿನೀ ಚರನೀಚ ಮಾರಣ ಹಸ್ತಿಪಾಮನು ರಮ್ಯವಂ—ಇವು ಯಾವ ಸಮಪಾದ ವೃತ್ತಗಳ ಚರಣಗಳೆಂದು ನಿಶ್ಚಯಿಸಿರಿ.

VII. (a) ನಿಂದಾ, ಚಿಂತಾ ವ್ರತ, ಆಭರಣ ಶ್ರೀಗಂಧಲೇಪನ.—ಇವುಗಳಿಗೆ ಅಚ್ಚಗನ್ನಡ ಪರ್ಯಾಯ ಪದಗಳನ್ನೂ ; ಕೂರ್ಮೆ, ಬಿಸುಸುಯ್ಯು, ಇರ್ಕೆ, ಸ್ನಾಪಿತ, ಅಹಂಕಾರ, ತಾಮ್ರಚೂಡ.—ಇವುಗಳ ಉತ್ಪತ್ತಿ ಅಥವಾ ಅವಯವಾರ್ಥವನ್ನು ಬರೆಯಿರಿ. (b) ಅಂಗೈ, ಕಟ್ಟರಣ್ಯ, ಕೀಚುಗುಟ್ಟು, ಇಪ್ಪತ್ತೈದು, ಇಷುಧೃತಕರ ಸರೋರುಹನೆ—ಇವುಯಾವ ಸಮಾಸಪದಗಳು ? (c) ನಿನ್ನೆ + ಇಮ್, ಅದು + ಇಮ್. ಓರಿದು + ಮರಂ, ಕಾಡು + ಕಿಚ್ಚು, ಭಾವಿಸು + ಕುಂ. ಇವುಗಳನ್ನು ಶೇರಿಸಿ ಬರೆಯಿರಿ (d) ಆಣೆ, ಪವಣ್, ಪಾಗರ, ಆಡಸೊಗೆ, ಚಕ್ಕೊಲಿ, ಇಂಗಳಂ.—ಇವುಗಳ ತತ್ಸಮಗಳು ಯಾವವು ? (e) ಯಾವ ಅರಿ ಸಮಾಸಗಳನ್ನು ಮಾಡಬಹುದು, ಯಾವವುಗಳನ್ನು ಮಾಡಲಾಗದು ?

VIII. 1. ತನಗೆ ಪಗೆಯಾದ ಕತ್ತಲೆಯ ಸಾರೂಪ್ಯದಿಂ । ದಿನ್ನಿರ್ದೊಡೆಮಗಿನಂ ಮುಳಿಯೆದಿರನೆಂದಂಜಿ । ಕೆನ್ನೈದಿಲೆಯ ಮೊಗಂಬಾಡಿದುದು. 2. ನಾಗಭೂಷಣನಾಗಿ ಶಿವನಲ್ಲ ಹರಿಗಿರ್ಕೆ । ಯಾಗಿ ಪಾಲ್ಗಡಲಲ್ಲ &c. ಇವು ಯಾವ ಅಲಂಕಾರಗಳು ?

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

KANARESE: TRANSLATION AND COMPOSITION.

I. Translate into Kanarese :— [See Urdu Translation paper, page cv.]

II. Translate into English :—

1. ಗಾಳಯುಂ ಮಿಕ್ಕು ನೆಡೆವಾಹಯುಂ ಕಾಲ್ಗಳಂ

ಕೀಳಲಾರದೆ ನಿಂದು ಧರೆಯೊಳೇ ನಚ್ಚರಿಯೊ
ಪೇಳಬೇಕೆಂದು ಪರರೈತಂದು ಪಾರ್ಥಂಗೆ ಬಿನ್ನೈಸಿ ಕೈಮುಗಿ
ಯಲು॥
ಕೇಳವಿಸ್ಮಿತನಾಗಿ ಬಂದು ನೋಡಿದ್ದನಲ್ಲಿ
ನಾಳನಟ್ಟಿದ ನಬ್ಬರಿಸಿಸೆಳೆಗಳಂದ ಪೊಯಿ
ದೇಳಸಿದೊಡದು ವಜ್ರಲೇಪವಾದುದು ಸಿಲುಕಿತಾಕುದುರೆ ಕಲ್ಲೆಡೆ
ಯೊಳು॥

2. ಬೆರಬೆರಸು ತೊತ್ತಿಡಿದು ಮುಂದೆ ಭರದಿಂನೆಡೆ
ವರಸರಸುಗಳ ಕಂತಮಾಲೆಗಳ ತೋರಮು
ತ್ತೊರಸೊರಸುವಿಗೆ ಪರಿದವರಸೂಸುದಂಬುಲದ ಚೆಂನೆಲದಮೇ
ಲೊಕ್ಕರೆ॥
ಪೊರೆದ ಸಂಧ್ಯಾರುಣದ ಗಗನಮಂಡಲದೊಳಂ
ಕುರಿಸಿದುಡುಗಣದಂತೆ ರಂಜಿಸಿತು ದೆಸೆದೆಸೆಗೆ
ಪರಿಮಳದೆಲಪರ್ಣರಿದು ದಗರುಚಂದನ ಯುಕ್ತಕರ್ದಮದ ಪೊಗವಾ
ಸದ॥

3. ವಿದೂಷಕ.—(ನಿಟ್ಟುಸಿರನ್ನು ಬಿಟ್ಟು), ಅಯ್ಯೋ ದೈವವೆ! ಬೇಟೆಯಲ್ಲೇ ಆಸಕ್ತನಾದ ರಾಯನ ಸ್ನೇಹದಿಂದ ಕೆಟ್ಟೆನಲ್ಲಾ! ಇಗೊ ಇಲ್ಲಿ ಹುಲ್ಲೆ, ಅಲ್ಲಿಹುಂದಿ, ಈ ಕಡೆಹುಲಿ, ಎನ್ನುತಾ, ಮಧ್ಯಾಹ್ನದಲ್ಲಿಯೂ ಬೇಸಿಗೆಯಿಂದ ದಟ್ಟವಾಗಿ ಮರದನೆರಳಲ್ಲದ ಅಡವಿಗಳಲ್ಲಿ ಸುತ್ತಿಸಾಕಾಯಿತು ಉದುರಿದೆಲೆಗಳಿಂದ ಓಗರಾಗಿ ಬೆಚ್ಚಗಿರುವ ಪೆಟ್ಟದ ಜೋಗಿನ ನೀರುಗಳನ್ನೆಲ್ಲಾ ಕುಡಿದಾಯಿತು. ಇದಲ್ಲದೆ ಹೊತ್ತು ಗೊತ್ತಿಲ್ಲದೆ ಸುಟ್ಟ ಮಾಂಸವೇ ಹೆಚ್ಚಾಗಿರುವ ಆಹಾರವನ್ನು ಭುಂಜಿಸಿಯಾಯಿತು. ಕುದುರೆಯ ಹಿಂದೋಡಿ ಶರೀರದ ಕೀಲುಗಳ ನೋವಿಂದ ರಾತ್ರಿಯಲ್ಲಿಯೂ ನಾನು ಚನ್ನಾಗಿ ಮಲಗಲಿಲ್ಲ. ಆಮೇಲೆ ಬೆಳಕು ಹರಿಯುವುದಕ್ಕಿಂತ ಮುಂಚೆಯೇ ಅರಣ್ಯವನ್ನು ಆಕ್ರಮಿಸುವ ಹಾಳಹಕ್ಕೀ ಬೇಟಿಗಾರರ ಕಲಕಲಧ್ವನಿಯಿಂದ ಎಚ್ಚರವಾಯಿತು. ಇಷ್ಟಾದರೂ ಇನ್ನೂ ಕಷ್ಟತಪ್ಪಲಿಲ್ಲ. ಕುರುವಿನಮೇಲೆ ಬೊಕ್ಕೆ ಎದ್ದಂತಾಯಿತು. ನಿನ್ನೆನಮ್ಮನ್ನು ಇಲ್ಲಿಬಿಟ್ಟು ಹುಲ್ಲೆಯನ್ನು ಅಟ್ಟಿಗೊಂಡು ಹೋಗಿ ಆಶ್ರಮವನ್ನು ಹೊಕ್ಕ ನಮ್ಮ ರಾಯನಿಗೆ ನನ್ನ ದುರದೃಷ್ಟವು ಶಕುಂತಳೆ ಎಂಬುವಳನ್ನು ಬೇರೆ ತೋರಿಸಿತು. ಈಗ

ನಮ್ಮರಾಯ ಊರಿಗೆ ಹೋಗುವ ಸಮಾಚಾರವನ್ನೇ ಎತ್ತುವುದಿಲ್ಲ. ಈಗಲೂ ಆಕೆಯನ್ನೇ ಚಿಂತಿಸುತ್ತಿರುವ ನಮ್ಮ ರಾಯನಿಗೆ ಕಣ್ಣುಗಳನ್ನು ಬಿಟ್ಟು ಕೊಂಡಿದ್ದ ಹಾಗೆಯೇ ಬೆಳಗಾಯಿತು.

4. ಇದಕೆನರೂ ಪದಿವರ್ತಿಪ।
ಸದುಪಾಯವ ಪೇಳೆನೀನೆ ಶಕ್ತನೆನಲ್ತ।
ತ್ಸದಮಲಮತಿಯು ಕ್ರೂರನು।
ಮುದದಿ ದಿಂತೆಂದುನುಡಿದ ಮುರಮರ್ದನನೊಳ್॥

III. ಪ್ರಮಾಣ ವಚನ; ಹುಟ್ಟು ಕುರುಡು; ಹಾಸು ಹೊಕ್ಕು (used in weaving): ಕೇಕಣೋರ್ಣುಟಕ. Give English equivalents for the above terms.

IV. Write an essay in Kanarese on *one* of the following subjects:—

(1) "The evils of famine." (2) "The adaptation of the bodies of animals to their habits of life."

(1) "ಕ್ಷಾಮದಿಂದುಂಟಾಗುವ ಹಾನಿಯನ್ನು" ಕುರಿತಾಗಲಿ. (2) "ಮೃಗಗಳ ಶರೀರಗಳು ಅವುಗಳು ಜೀವನಮಾಡುವ ರೀತಿಗೆ ತಕ್ಕವು" ಎಂಬದನ್ನು ಕುರಿತಾಗಲಿ ಕನ್ನಡದಲ್ಲಿ ಒಂದು ಉಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. മലയാള ഭാഷയിൽ എത്രവക ആട്ടക്കഥകൾ ഉണ്ട? അവയുടെ ഉത്ഭവം ഉദ്ദേശം ഏതുകാലങ്ങളിലാണ?

2. ജാനകീപരിണയം മാതിരിയിലുള്ള നവീനനാടകങ്ങളും കാഞ്ചീവീഴ്ച വിജയം മാതിരിയിലുള്ള പ്രാചീനനാടകങ്ങളും തമ്മിലുള്ള പ്രധാനമായ വ്യത്യാസങ്ങളെ ചുരുക്കമായി വിവരിച്ചെഴുതുക.

3. ജാനകീപരിണയം ഒരുമിശ്രനാടകമാകുന്നു. അതിൽ മൂന്നാമങ്കംവരെ ഉൽപാദ്യമായ ഭാഗം എന്താകുന്നു?

4. 'പൂർവ്വാംഗം' എന്നാൽ എന്തു? ജാനകീപരിണയത്തിന്റെ കഥാസാരം ചുരുക്കമായി പ്രസ്താവനയിൽ സൂചിപ്പിച്ചിരിക്കുന്നു. എങ്ങിനെ എന്നു കാണിക്കുക.

5. ജാനകീ പരിണയം മൂലത്തിൻെറ ഗ്രന്ഥകർത്താവു ദക്ഷിണദിക്കുകാരനായി ഇരുന്നിരിക്കണം എന്നു കാണിപ്പാൻ വല്ലതും നിങ്ങൾ വായിച്ചതിൽ ഉണ്ടോ ?

II. 1. ജാനകീ പരിണയം മുന്നാമങ്കം കഥ ചുരുക്കമായി എഴുതുക.

2. അദ്ധ്യാത്മരാമായണസിദ്ധാന്തപ്രകാരം മുക്തിക്കു 'കർമ്മം' 'ജ്ഞാനം' 'ഭക്തി' ഇവയിൽ പ്രധാനമെതാണ ? കാരണസഹിതം എഴുതുക.

3. ദേവന്മാൎക്കു മരണമുണ്ടോ ? അദ്ധ്യാത്മ രാമായണത്തിൽ നിന്ന ഇതിനെപററി എന്തുഗ്രഹിക്കാം ?

III. 1. മദ്ധ്യേവാരി പതന്നസൌ കഥമപിപ്രോത്ഥായതീരംഗതഃ
തദ്ധൈതുക്ഷിതിപൈനയൊദ്ധുമദിശൽ ക്രുദ്ധഃപ്രഹസ്തം
തദാ
കുത്തുംഹൈഹയസൈന്യമാഗ്ഗവിപിനെ ശാൎദ്ദൂലവിക്രീഡിതം
ബദ്ധൊദ്യോഗഭരാൻ വാചതരസാസൊപിപ്രവീരാൻഭടാൻ.

2. രക്ഷക്കായെന്നപൊലെത്തരുനിഴൽ പഥികൻ കാലിലങ്ങാശ്രയിക്കു
ന്നീക്ഷിപ്പാനാശയെല്ലാമിവ രവിഗഗനാഗ്രത്തിലെറുന്നു വെഗാൽ
വീക്ഷിക്കുന്നില്ലകാന്താപ്പിത തളിരിനെയിക്കൊകിലം ദാഹമൂലം
പക്ഷംകൊണ്ടല്ലവീശുന്നിതു മധുകരവും ക്ലാന്തയാം കാന്തയെത്താൻ.

3. സ്ഫുടമിഹമിഴിമയ്യൊടൊത്തുഗണ്ഡെ
തടവിനകങ്കുമരെണുവൊടുചെൎന്നും
പൊടുപൊടെ നയനാം ബുതാമരപ്പൂ
പ്പൊടികളണി ഞ്ഞളിപൊലെ വീണിടുന്നു.

4. വിബുധക്കലതിലക നിവനസമശ്രുര സുന്ദരൻ വീരസെനാത്മജൻ വീര ചൂഡാമണീ
സുരയുവതിജനന യനസുഖകരകളെബരൻ സുന്ദരീചെന്നു വരിച്ചുകൊൾകാശ്രുനി
കമനിപുനരിവനു മതിസുഭഗന ഭീമാനവാൻ കണ്ടുകൊൾക നളൻതന്നെ മഹാപ്രഭൻ

തെളിവിയലുമമൃത കരവടന നിവനുഷ്മളൻ തെജസ്സ
കൊണ്ടു സമസ്തം ജയിപ്പവൻ
ഇവനു മതിസുകൃതനിധിഗുരിത ചരിതാന്തകൻ ഇന്ദ്രതു
ല്യപ്രഭനു ചന്ദ്ര ചൂഡാമണി
പുനരിവനു മതിസരസ നഖില ഭുവനാധിപൻ പുണ്യ
ശീലൻ മഹാഗംഭിര സത്വവാൻ
നടുവിലൊരു നളനൃപതിസതിവസുധാവരൻ നാടുവാ
ണിടുന്ന മത്തൂലൊകെശ്വരൻ.

5. എന്നുടെ പരമാത്മാവുതൻെറ സന്നിധിമാത്രംകൊണ്ടു
ഞാനിവസൃഷ്ടിക്കുന്നു തത്സാന്നിദ്ധ്യംകൊണ്ടെന്നാ
ൽ സൃഷ്ടമാമവയെല്ലാംതത്സ്വരൂപത്തിങ്കലാക്കീടുന്നു
ബുധജനം തത്സ്വരൂപത്തിന്നുണ്ടൊ ജനനാദികളെന്നു
തത്സ്വരൂപത്തെയറിഞ്ഞവനെ യറിയാവു.

(a) 1.ം 2.ം അല്ലെങ്കിൽ 3.ം 4.ം ഇവയുടെ അൎത്ഥം സാധാ
രണ മലയാളത്തിൽ എഴുതുക. 5.ൻെറ സാരാൎത്ഥം മാത്രം എഴുതുക.

(b) 1.ൻെറ അന്വയം എഴുതുക.

(c) 2. 4. ഇവയിൽ വല്ല അലങ്കാരങ്ങളും ഉണ്ടൊ? ഉണ്ടെ
ങ്കിൽ എന്തു?

IV. താഴെ എഴുതുന്നവയിൽ ആദ്യത്തെ മൂന്നിൻെറയൊ ഒടുവില
ത്തെ മൂന്നിൻെറയൊ അൎത്ഥം വിശദമാക്കി എഴുതുക?

1. അജഗര കബളിതചരണൻ ഹരിഭുജബലപീഡിതവടൻ
ഗജവരനിതാഗത ശരണൻ പാരം രചയതിരവമതിക
രുണം.

2. തരുണിയുടെ തനുരുചി കളരുണ രുചിപൊലെയും തപ്ത
ഹെമപ്രഭാ
ജ്വാലങ്ങൾപൊലെയും സകലദിശിസരസതരമന വധി
പരക്കയാൽ
സാന്ദ്രബാലാതപം ശങ്കിച്ചുടെഹികൾ.

3. വാച്യവാചകൊഭയ ഭെദെന ജഗന്മയൻ വാച്യനായി
വരെണമെവാക്കിന്നു സദാമമ.

4. സംഗരാവനിയിൽ നിന്നു പാകലിതചന്ദ്രഹാസരുചിമാലയാ
സുന്ദരാംഗിജ ലക്ഷ്മിതാനഥവരിച്ചുവെഗമചലാപതീം.

5. ആകണ്ഠം നീരിലാഴും മുനികളുടെജടാഭാരമാടുന്നനെരം
കൊകദ്വന്ദ്വങ്ങൾപേടിച്ചുഴറിന ഭസിശബ്ദിക്കമിട്ടിക്കിലായി.

6. ആനനമിതഹോകണ്ടു ക്ഷീണനായ ചന്ദ്രൻ പീനകുചാദ്രിസാനൌതാപമാന്നു.

V. 1. വിഷ്ണുരാമാവതാരത്തിൽ ദശരഥപുത്രനായിജനിച്ചതിന്നു കാരണമെന്തു ? ഭരതൻ, ശത്രുഘ്നൻ, വാനരന്മാർ, ഇവർ പൂർവ്വത്തിലാരാകുന്നു ? രാമൻ, ലക്ഷ്മണൻ, സീതാ, ഈ പെതുകൾക്കു കാരണമെന്തു ?

2. വിശ്വാമിത്രൻ ദശരഥ രാമലക്ഷ്മണന്മാരെ ആശ്രമത്തിലെക്ക ക്ഷിക്കൊണ്ടുപൊകുന്നതിനെ തടുപ്പാൻ താടകയെ നിശ്ചയിയിച്ചതു എന്തുകൊണ്ടാകുന്നു ?

3. "കൌസല്യാദെവിക്കഭിഷംകൊടുത്തു നൃപവരൻ ശൈഥില്യാത്മനാ പാതിനല്കിനാൻ കൈകെയിക്കും." എന്തുകൊണ്ടാകുന്നു 'ശൈഥില്യം' ?

4. "കരാളൻ.—വിശ്വാമിത്രാശ്രമത്തിൽനിന്നു അരയൊജനദൂരമുള്ള കൌശികീ നദിതീരത്തിൽ ക്രൂരാരം അടിച്ചു ദശരഥരാജാവ വസിച്ചുവരുന്നു." കരാളൻ ഇതെങ്ങിനെ യറിഞ്ഞു ?

5. ദെഹിയെന്നുള്ള രണ്ടക്ഷരം ചൊല്ലാതെ
ദെഹനാശം വരുത്തുന്നാകിൽ സുഖംനൂണാം
ലജ്ജയ്ക്കതിൽ പരം മറെറന്തുകാരണം
സജ്ജനംവെണമവരെ നികത്തുവാൻ.

ഇത ആർ ആരൊടു എപ്പോൾ പറഞ്ഞതാകുന്നു ?

VI. 1. ദിക്കരികൾ-തത്വങ്ങൾ-ഇവ ഏവ ?

2. രാവണന്റെ വിമാനം, നാരദന്റെ വീണ, ഇന്ദ്രന്റെ തോട്ടം ഇവയുടെ പെതുകളെ പറയുക.

3. താഴെ എഴുതിയവയിൽ സൂചിതമായ കഥകളെ ചുരുക്കമായി എഴുതുക.

(a) അംഭോജനാഭൻെറ പാദപങ്കെരുഹം സംഭൃതമായുള്ള ഭാഗീരഥി.

(b) മുന്നം സ്വർഗ്ഗത്തെ നിർമ്മിച്ചൊരു മുനി.

4. 'ത്രിമൂർത്തി മഖിലമിവനവികല മറിഞ്ഞവൻ.' ഇതആര ? ത്രിമൂർത്തികൾ ആര ?

VII. 1. പുഷ്പബാണൻ, കുഞ്ജരം, ഏണാക്ഷി, ഇവക്കു സമമായി നിങ്ങളുടെ പുസ്തകത്തിൽ ഉപയൊഗിച്ചിട്ടുള്ള മലയാളപദങ്ങൾ എഴുതുക.

2. വന്ദി, വന്ദ്യൻ ; യാചകൻ, യാജകൻ ; നിശ്വാസം, വിശ്വാസം ; ഇവ തമ്മിലുള്ള അൎത്ഥവ്യത്യാസമെന്തു ?

3. സന്ദെശം, ആരാൽ, വരണം, ഹരി, മാനം, യൊഗം, ഹെമം, കാമം, ഇവ എന്തെൎത്ഥങ്ങളിലെല്ലാം നിങ്ങൾ വായിച്ച പ്രബന്ധങ്ങളിൽ ഉപയൊഗിച്ചിരിക്കുന്നു ?

4. തുലിതതപ്തസുധാ, സകലജലധര നികരസദൃശതനു, ചരണനതജന

കൃതകരുണൻ, ശ്രുതിവാക്യാത്മാ, നിജമായാഗുണബിംബിതൻ, പത്രാംകുരം,

താരകബ്രഹ്മം, അഗ്നിശരണം, സ്ഥായൽഗൎവ്വം, ചില്ലീവിലാസം,

തെരിന്നനെ, തീൎപ്പുകൾ. ഇവയിൽ ആറുവാക്കുകളുടെ അൎത്ഥം എഴുതുക.

5. കൌണവൻ, കാശ്യപി, ഖദ്യോതാ, കിങ്കരർ, വിഷ്ണു. ഇവയുടെ ധാതുപാൎത്ഥം എഴുതുക.

VIII. 1. സ്വഭാവൊക്തി - അൎത്ഥാന്തരന്യാസം - ഉല്ലാസം - ഇവയ്ക്കു നിങ്ങൾ വായിച്ചതിൽനിന്നു ഓരൊ ഉദാഹരണം എഴുതുക.

2. താഴെ എഴുതിയവയിൽ ഉള്ള അലങ്കാരങ്ങളുടെ പെരും ലക്ഷണവും പറയുക.

(a) പല്ലവമല്ലിതുപാവകജ്വാല.

(b) സുന്ദരിയുടെ മൃദുദെഹം തന്നിലെ മാൎദ്ദവമിതാശ്ലൊകവതുന്നു

എന്നൊൎത്തൊസഖികയ്യാൽ ചന്ദനതളിരിനെ കശക്കുന്നു.

(c) പൊന്മാലയും നല്ല വൈഡൂര്യ്യ രത്നവും തമ്മിൽഘടിപ്പിച്ചുമുന്നംവിധാതാ.

3. ഖെടാനാം പതി, ഉത്തമൊത്തമൻ, വിദ്വന്മാന സപത്ന ഗ്ധൂപൻ, പക്ഷിസ്യന്ദനൻ. ൦രം സമാസങ്ങളെ വിഗ്രഹിച്ചു വിവരിക്കുക.

'ബ്രഹ്മാവിനെഹനിച്ചവൻ', ഇതിനെ ഒരു സമാസപദമാക്കുക.

4. അർത്ഥിക്കു ചിത്തപ്രമൊദം വരുത്തുവാനർത്ഥമാർജ്ജിക്കുന്നു സജ്ജനം സർവ്വദാ ; കയ്യിൽ കിട്ടിയ കനകം വിട്ടിട്ടിയ്യും കൊൾവാനിച്ഛിക്കതുതെ.

ഇവയ്ക്കു സമമായുള്ള വാക്യങ്ങൾ നിങ്ങൾവായിച്ചതിൽ നിന്നെഴുതുക.

IX. 1. 'തമം' എന്ന പ്രത്യയം സംസ്കൃതത്തിൽ എന്തിനായി ഉപയൊഗിക്കപ്പെടുന്നു ? അതിന്നു സമമായ വെറെ ഒരു പ്രത്യയം പറയുക.

2. വിണ്ണു താൻ താനെ വന്നു വിറന്ന തപൊധനൻ.

സത്വചിത്തന്മാരായ താപസശ്രെഷ്ഠന്മാരാൽ നിത്യവും ഭക്ത്യാ

ബുദ്ധ്യാധരിക്കപ്പെട്ടൊരുനിൻ പാദപങ്കജങ്ങളിൽഭക്തി

സംഭവിക്കെണം ചെതസിസദാകാലം.

താഴെവരച്ചിട്ടുള്ള പദങ്ങളുടെ പ്രയൊഗങ്ങൾ പറയുക.

3. അപത്യനാമം - സംബന്ധിതവാക്യം - കർമ്മണിഷഷ്ഠി. തുല്യാലവിശെഷണം. ഇവ എന്ത ?

4. തത്സമങ്ങൾ തത്ഭവങ്ങളാകുമ്പൊ ളുണ്ടാകുന്ന അക്ഷരഭെദങ്ങൾക്ക വല്ല ക്രമങ്ങളും ഉണ്ടൊ ? ഉണ്ടെങ്കിൽ ചുരുക്കമായി എഴുതുക. താഴെ എഴുതുന്ന പദങ്ങളിൽ തത്ഭവങ്ങളായുള്ളവയുടെ തത്സമങ്ങളും തത്സമങ്ങളായുള്ളവയുടെ തത്ഭവങ്ങളും എഴുതുക. താത്രി, സമാവർത്തനം, കട്ടിൽ, രവി, വിഡ്ഡി, ഭട്ടർ.

X. 1. കിളിപ്പാട്ടുകളുടെ കവിതാരീതി എന്താകുന്നു ?

2. കിളിക്കൊക്കുപോലെ നഖങ്ങൾ തുടുത്തും
വളഞ്ഞും വിരിഞ്ഞംബുജംപൊൽ പ്രകാശം.

ഇതിൽ ഓരൊ പാദത്തിൽ എത്രമാത്ര ഉണ്ട? പാദങ്ങളെ ഗണങ്ങളായി വിഭാഗിച്ചു ഗണങ്ങളിൽ ഗുരുലഘുക്കളെ വ്യത്യാസപ്പെടുത്തി അടയാളം വെക്കുക. അടയാളം ഗുരുവിൻ മീതെ (—), ലഘുവിൻ മീതെ (ᴗ), ഇങ്ങിനെ ആയിരിക്കണം.

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

MALAYALAM: TRANSLATION AND COMPOSITION.

I. Translate into Malayalam:—[See Urdu Translation paper, page cv.]

II. Translate into English:

1. തെമ്പെയ്യുംമൊഴിമാർ കടാക്ഷമധികം കാംക്ഷിച്ചിട്ടും വണ്ണമീ
   മാൻപൈതങ്ങൾ ഭയത്തിനാലുടനുടൻ നൊക്കുന്നനൊട്ടങ്ങളാൽ
   ആമ്പൽപ്പൂക്കൾ നിറഞ്ഞപൊലെ വിപിനെതൊന്നുന്നതിൻ ഭംഗിയെ
   തുമ്പില്ലാത്തകിരാതരൊട്ടറിയുമൊ ചാരത്തുവാണീടിലും.

2. ഇത്തരംവാക്കുകൾ കെട്ടൊരു ഭൂപന്റെ
   ചിത്തരംഗത്തിൽ ജ്വലിച്ചുമനൊഭവൻ
   ത്രൈലൊക്യസുന്ദരീ രത്നമാം ഭൈമിയെ
   ത്രൈലൊക്യസുന്ദരൻ കണ്ടാൻ മഹിപതി
   ലാവണ്യപീയൂഷമക്ഷികൾകൊണ്ടുട ർ
   കെവലമാസ്വദിച്ചാൻ മഹാഭാഗ്യവാൻ
   കാർകൊണ്ടുഴന്നൊരു ജീമൂതകൊമളം
   വാർകുന്തളംകണ്ടു മുന്നം നരാധിപൻ
   പഞ്ചമിച്ചന്ദ്രപ്രകാശലലാടവും
   ചഞ്ചലാപാംഗഭംഗാവലീഭംഗിയും
   തെൻചൊരി വായ്മലർപ്പുഞ്ചിരിക്കൊഞ്ചലും
   നെഞ്ചിൽ തറക്കുന്ന ഹാസഭാവങ്ങളും.

3. മല്ലാരിപ്രിയയായ ഭാമസമരം ചെയ്തീലയൊതെർതെളിച്ചില്ലെപണ്ടു സുഭദ്രപാരിതുഭരിക്കുന്നില്ലെവിക്ടൊറിയാ

മല്ലാക്ഷീമണികൾക്കു പാടവമിവയ്ക്കെല്ലാം ഭവിച്ചീടുകിൽ
ചൊല്ലെറും കവിതയ്ക്കുമാത്രമിവരാളല്ലെന്നു വന്നീടുമൊ.

4. ഈരേഴുപതിന്നാലുലൊകവും കുലുങ്ങുന്നു
വാരിധികളുമിരച്ചുംക്കവെ കലങ്ങുന്നു
സാരതചെതും ഗിരിജാലങ്ങൾ ഉലുങ്ങുന്നു
ഘൊരമായുള്ള വാദ്യനാദങ്ങൾ മുഴങ്ങുന്നു
മെദിനിപൊടിഞ്ഞൊരു ധൂളിയും പൊങ്ങീടുന്നു
ഖെദമായെന്നപൊലെ ഭാനുവും മറയുന്നു
വാസവമുഖപത്മമാവൊളം വിളങ്ങുന്നു
വാസവിനയനങ്ങൾകൊപെനചുവക്കുന്നു
മാരുതദെവൻതാനും മന്ദമായ്വീയീടുന്നു
മാരുതിയുടെ ഗദാവെഗെന ചുഴലുന്നു
ധൎമ്മദെവനുമുള്ളി ലാനന്ദം വളരുന്നു
ധൎമ്മനാശനൻകലിമന്ദം പൊയ്മറയുന്നു
ധൎമ്മജന്മാവിന്നുഖമെററവും തെളിയുന്നു
ദുൎമ്മതിസുയൊധനൻ തന്മുഖം വാടീടുന്നു.

III. Write an essay in Malayalam on *one* of the following subjects:—

(1) "The evils of famine." ക്ഷാമത്തിനാലുള്ള ദൊഷങ്ങൾ.

(2) "The adaptation of the bodies of animals to their habits of life" മൃഗങ്ങളുടെ ശരീരങ്ങളെ അവകളുടെ ദിനചരിയൊടയൊജിപ്പിക്കൽ. ഇതിൽ ഏതെങ്കിലും ഒരുസംഗതിയെക്കുറിച്ച ഒരുപ്രസംഗം എഴുതുക.

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA : TEXT-BOOKS AND GRAMMAR.

I. ସଂକ୍ଷେପରେ ବୁଦ୍ଧଦେବଙ୍କର ଏବଂ ନେପୋଲିୟନ ବୋନାପାର୍ଟିଙ୍କର ବୃତ୍ତାନ୍ତ ଲେଖ ।

II. ପ୍ରବନ୍ଧମାଳାର ରଚୟିତା ରାମାୟଣ ଓ ଇଲିଅଡ୍ ଏବୁଇ ମହାକାବ୍ୟର ଯେଉଁ ସମାଲୋଚନ କରି ଅଛନ୍ତି ତାହାର ସାର ଉଦ୍ଧୃତ କର ।

III. (କ) ଅବଳା ମନପଦ୍ମ ଆଶା ମୃଣାଳେ, କଣ୍ଟେ ଉହୁଇ ଘୋର ବିରହ କାଳେ । (ଖ) ଦୋଷହୀନ ଜନର ହେଲେ ବିପଦ, ବିପଦୁଁ ନିସ୍ତାରଇ

ସାଧୁ ସମ୍ଭବ । (ଗ) ଲାଜେ ନକୁଞ୍ଚେ ଥରେ କୁଞ୍ଚକଲ୍ଲୀ, ବୋଲେ ମଞ୍ଜୁଳ ଫୁଲ୍ଲ ଫୁଲ-ମଞ୍ଜରୀ । (ଘ) କ୍ଳାନ୍ତ ହେଲେ ଉଭିଉ ଚ଼ର ମତ୍ତନେ, ଥୋ ଲ୍ଲୁ ଅବଳାକୁ ଦୋଳାଦିଶୟନେ । (ଙ) ଯେଉଁ ପ୍ରଭଞ୍ଜନ ଭୟଙ୍କର ବେଗ ରେ ପ୍ରବାହିତ ହୋଇ, ଘୋର ଭୈରବ ନାଦରେ ସମସ୍ତ ବିଶ୍ୱକୁ ଆତଙ୍କା କୁଳ କରି, ଅଟଳଗିରିଶୃଙ୍ଗକୁ ମୁଦ୍ଧା ବିଚୂର୍ଣ୍ଣ କରୁଅଛି । (ଚ) ସେମାନେ ଏହି ବିମନୁଷ୍ୟ ନଗର ମଧ୍ୟରେ ପ୍ରବେଶ କରି ବିସ୍ମୟବିହ୍ୱଳ ଏବଂ କିଂକର୍ତ୍ତବ୍ୟ ବିମୂଢ଼ ହେଲେ । (ଛ) ଅଭ୍ରଭେଦୀ ହିମାଚଳ ଯେଉଁ ଭାରତବର୍ଷର ଦୁର୍ଗ ପ୍ରାଚୀର-ରୂପେ ବିରାଜମାନ, ଅନନ୍ତ ମହାସାଗର ଏବଂ ସୁବିସ୍ତୀର୍ଣ୍ଣ ବିପୁଳ ସିନ୍ଧୁ ଏବଂ ବ୍ରହ୍ମପୁତ୍ର ଯେଉଁ ଦେଶର ପରିଖାରୂପେ ବିରାଜମାନ, ସଂସ୍କୃତ ସାହିତ୍ୟର ବିଶାଳକାବ୍ୟ ମହା- କାବ୍ୟତ୍ରୟ ସେହି ଦେଶର ଉପଯୁକ୍ତ ଅଟେ ।

I. ଉପରୋକ୍ତ ବାକ୍ୟମାନଙ୍କୁ ବିଶଦରୂପେ ବ୍ୟାଖ୍ୟା କର ।

2. ଘ-ଚିହ୍ନିତ ପଦ୍ୟରେ କି କୈଶ୍ଚିତ୍ରିକ ସତ୍ୟନିହିତ ଅଛି ?

IV. ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନଙ୍କରେ ଥିବା ପୌରାଣିକ ଇତିବୃତ୍ତ ଲେଖ । (କ) ସଗରବଂଶ ସ୍ୱର୍ଗ ସୋପାନ ରାଜ ।ପ୍ରାୟେ ବିଶଇ ଗଙ୍ଗା ନଗେ ବିରାଜ । (ଖ) ବଳିଛଳନବେଳେ ପ୍ରଭୁ ବାମନ, ଯେପାବ ବିସ୍ତାରିଲେ ଘୋଟି ଗଗନ ।

V. (କ) ଶରନାଗତ, ସୁବର୍ଣ୍ଣ, ବିଭୀଷିକା ଏ ପଦମାନଙ୍କୁ ଣତ୍ୱବିଧି ଓ ଷତ୍ୱବିଧିର ଦୃଷ୍ଟି ନିର୍ଦ୍ଦେଶ କରି ସଂଶୋଧନ କର । (ଖ) ଭବ, ବୈଶ୍ୟ, ଧାତା, ଯୁବା, ପାଚକ ଓ ମାମୁ ଏମାନଙ୍କର ସ୍ତ୍ରୀଲିଂଗ ରୂପ ଏବଂ ନାରୀ, ଗାଣ୍ଡୀ, ଗୁର୍ବୀ ଓ ଆଇ ଏମାନଙ୍କର ପୁଂଲିଙ୍ଗ ରୂପ ଲେଖ ।

VI. (କ) ମତ୍ତ, ରୋଗ, କ୍ଳାନ୍ତ, ଭୀତି, ସ୍ଥାନ ଓ କ୍ରିୟା ଏ ପଦମାନେ କି ପ୍ରତ୍ୟୟ ଉତ୍ପାଦକ କି ପ୍ରତ୍ୟୟ ଦ୍ୱାରା ସିଦ୍ଧ ହୋଇଅଛନ୍ତି ? (ଖ) ନିମ୍ନଲିଖିତ ପଦ ଗୁଡ଼ିକର ଉପପଦ, ଧାତୁ, ପ୍ରତ୍ୟୟ, ବାଚ୍ୟ ଏବଂ କି ଧରି ପଦ ସାଧନ ହୋଇ ଅଛି ଏବଂ କି ଅର୍ଥ ହେବ ଲେଖ । ତୁରଙ୍ଗମ, ବିଷ୍ଣୁଭକ୍ତ, ପିପାସୁ, ମଙ୍ଗଳକୃତ୍ୟ, କଳକଣ୍ଠ ଓ କୃଷିମ ।

VII. (କ) ସିନ୍ଧୁରଙ୍ଗିଣୀ ବୀଣାତନ୍ତ୍ରୀ, ନଳିନୀ ପଦ୍ମନୟନମାନ, ବିକଚ-ଫୁଲ୍ଲ ଶ୍ୱେତ କୁମୁଦଶିରୀ, ଶୁଭ୍ର ଜ୍ୟୋତିଷ୍ମନରେ, ଧ୍ୱାନ୍ତହାରୀ, ଓ ମାଳ-ବିବେଚିତବିଭ୍ରମ ଏ ପଦମାନଙ୍କର ସମାସ ଓ ଅର୍ଥ ସହିତ ସମାସବାକ୍ୟ ଲେଖ

VIII. (କ) "ରସାତ୍ମକ ବାକ୍ୟହିଁ କାବ୍ୟ" ଏହି ବାକ୍ୟର ଅର୍ଥ ସ୍ପଷ୍ଟ ରୂପେ ବୁଝାଇ ଦିଅ । ରସର ପ୍ରକାରଭେଦ ନିର୍ଣ୍ଣୟ କର । (ଖ) ଅର୍ଥାଳଙ୍କାର କେତେ ପ୍ରକାର? ଉପମା ଓ ରୂପକ ଅଳଙ୍କାରର ଭେଦ ଉଦାହରଣ ଦ୍ୱାରା ବୁଝାଇ ଲେଖ ।

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya :— [See Urdu Translation paper, page cv.]

II. Translate into English :—

(କ) ସମୁଦ୍ରମେଖଳା ଧରିତ୍ରୀ ମଧ୍ୟରେ ଭାରତବର୍ଷ ପ୍ରକୃତିର ଲୀଳା ଭୂମି । ଉତ୍ତରରେ ହିମଗିରି ତୁଷାରଧବଳ ଅଭ୍ରଭେଦୀ ଶୃଙ୍ଗ ସମୁନ୍ନତ କରି ମେଦିନୀମଣ୍ଡଳର ମାନଦଣ୍ଡରେ ବିରାଜମାନ, ଦକ୍ଷିଣରେ ଜଳନିଧି ଉତ୍ତାଳ ତରଙ୍ଗମାଳା ପ୍ରସାରିତ କରି ସ୍ମରଣାତୀତ ସମୟରୁ ନୃତ୍ୟ କରୁଅଛି, ପୂର୍ବ ଓ ପଶ୍ଚିମରେ ବ୍ରହ୍ମପୁତ୍ର ଓ ସିନ୍ଧୁନଦ କଳ କଳ ନାଦରେ ଲହରୀଲୀଳା କରି କରି ବାରିଧିବକ୍ଷକୁ ଅଙ୍ଗ ବିସ୍ତାର କରି ଅଛନ୍ତି । ଭାରତ ପ୍ରକୃତିଗତ ସୌନ୍ଦର୍ଯ୍ୟର ପ୍ରତିଚ୍ଛବି । ପ୍ରକୃତିରେ ଯେ କୌଣସି ସୌନ୍ଦର୍ଯ୍ୟ ଅଛି ଭାରତରେ ତହିଁର କୌଣସି ଅଭାବ ନାହିଁ ।

(ଖ) ବୁଜିନର ସହବାସ କେବେହେଁ କରେ । ବୁଦ୍ଧି ଜନ ପିରତି ଯେ ହେତୁ ଅଶୁଭର । ଅଂଗାର ଯେସନେ ଉଷ୍ଣ ଥିଲେ କରିବହେ । ହେ-ଲେହେଁ ଶୀତଳହସ୍ତେ କଳା ବାଗ ରହେ । ପୋଥିଗତ ଯେଉଁ ବିଦ୍ୟା ନୁହେ କଣ୍ଠଗତ । ଭୁଗ୍ୟବୋଧେ ଯେଉଁ ଧନ ପରହସ୍ତଗତ । ସେ ବିଦ୍ୟା ସେ ଧନ ଥାଇ କିବା ପ୍ରୟୋଜନ । କାର୍ଯ୍ୟକାଳେ ଯେବେ ତାହା ନୁହଇ ଆପଣ ।

(ଗ) ବୈଖରୀ ଜନକ ଭାଙ୍କ ଶୈଳଗୃହ ପୁଣ୍ୟ ହିମାଚଳ, ମୃଗନାଭୀ ଗନ୍ଧରେ ଯେ ସୁବାସିତ, ତୁଷାର-ବଳ, ମାର୍ଗ ଶ୍ରାନ୍ତ ବିରାମ ହେତୁ ଶୋ ପରି ବସିବହେ ଯେବେ, ଶୁଭ୍ରଶମ୍ବୁ-ବୃଷ-ଶୃଙ୍ଗେ ପଙ୍କ ଭ୍ରାନ୍ତ ହୋଇବହେ ତେବେ । ବେଦବାର ସଂଘର୍ଷଣ-ସମୁତ୍ଥିତ ଘୋର ବାତାବଳ, ବିଷ-ଅନ୍ତ ବ୍ୟାପି କାୟ ପବନର ଧରି ଭୀମବଳ, କାଳରୂପି ସବୁ ତ୍ରାସେ, ସିଂହ ଧା ଆନ୍ତ ମୃଗଗଣ—ଏହି ବିପଦରେ, ମେଘ, ହେବ ତୁମ୍ଭେ ଅଚଳ-ସ୍ୱଳ—

ମୂଷଳ ଧାରରେ ବର୍ଷି ସେ ଅନଳ କରିବ ଶମନ ସହ୍ନନ ସମ୍ପଦ ଫଳ ଭାପି-ତଙ୍କ ଲକ୍ଷ୍ୟ ନିବାରଣ ।

(ଘ) ମୁସଦେଶ ବହ୍ନ ତୁ ହେଲେ ପ୍ରବେଶ, ଉଯୁଜିବ ହୁରଷ ହୃଦ୍ରେ ଅଶେଷ, ମୀନଚହ୍ନଲେ ଚଳ ଚମଳ ପରି, ସ୍ମୁରିବ ବାମନେସି ବେଗେ ସ୍ଫଟରି ।

Write an Essay in Uriya on:

THURSDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. The adjectives of which the masculine ends in *eur* have several forms for the feminine, give examples.

2. Give the rules for the formation of the plural in the adjectives ending in *ant* or *ent*, and mention the exception.

II. Point out the difference between (1) *ce* demonstrative pronoun and *ce* demonstrative adjective; (2) *y* as an adverb and *y* as a personal pronoun.

III. Write (1) the future (first person only) of the verbs: *envoyer*, *chercher*, *sourire*; (2) the perfect of *dormir*, *courir*, *savoir*; (3) the present participle of *nuire*, *coudre*, *vaincre*.

IV. Give the plural of (1) chef-lieu, (2) pied-à-terre, (3) tête-à-tête, (4) réveille-matin, (5) contre-poison, (7) essuie-main.

V. 1. Correct the mistakes in the following:—(*a*) Mes père et mère. (*b*) Les frères et sœurs. (*c*) Foue la reine. (*d*) Le premier et le second étages. (*e*) Un rouge babit.

VI. 1. Rewrite the following, making corrections when necessary:—

(*a*) Les personnes que j'avais engagé à vous voir, sont ici.
(*b*) Il nous a prié de lui écrire.
(*c*) Cette affaire m'a coûté une peine infinie.
(*d*) Nous les en avons informés—Il nous en a blâmés.
(*e*) Ils se sont proposé pour l'accompagner.
(*f*) Les personnes que j'avais desirées de voir sont ici.
(*g*) Il nous a recommandés de lui écrire.
(*h*) Le peu d'affection que vous lui avez témoigné lui a rendu le courage.

2. Construct short sentences, using the following phrases or words:—

(*a*) Servir à rien, servir de rien.
(*b*) Second, deuxième.
(*c*) Par terre, à terre.
(*d*) En campagne, à la campagne.
(*e*) Tous les deux, tous deux.

VII. 1. What is the pronunciation of *i* in oignon, of *l* in bari*l*, *n* in examen, *s* in tandis que, avis, blocus, gratis; *X* in Xavier; *z* in Suez, *ch* in chaos, Archange.

2. Give the correct idiomatic form of each of the following:—(*a*) Demander excuses. (*b*) Cet homme est fortuné. (*c*) Sur les minuit. (*d*) Tête d'oreiller. (*e*) Il va pire. (*f*) Jeu d'eau. (*g*) Je me suis en allé.

VIII. 1. What circumstances induced Racine to write the tragedy Esther?

2. Give the character of Esther as exhibited in the tragedy.

3. Remark on the expressions in italics:—

C'est lui qui devant moi refusant de *ployer*.

Ce que tu m'as dicté je veux de point en point *qu'il soit* exécuté.

Suis-je pas votre frère?

Que ce nouvel honneur va *croître* son audace.

Du temple où votre Dieu se plaît *d'être* adoré.

IX. 1. Quote some expressions of Corneille, (*a*) trivial, (*b*) rather fit for comedy than for tragedy, (*c*) ungrammatical, (*d*) obsolete.

2. Compare Racine with Corneille.

X. 1. How does Bossuet define history?

2. Explain the following:—Il y a une fausse sagesse qui se renfermant dans l'enceinte des choses naturelles, s'ensevelit avec elles dans le néant.

3. Give the definition of man according to Bossuet's paraphrase of the words of the Ecclesiastes.

4. Quote the nervous expressions of Tacitus, used by Bossuet on the danger of glory.

5. What is the epithet given by Bossuet to the character and talent of Tacitus?

XI. According to Buffon (1) what are the two indispensable elements of true eloquence? (2) Give the appreciation of Buffon on the respective styles of the historian, the philosopher, and the poet.

XII. (1) Appreciate the chief beauties of Bossuet; (2) what is the epithet generally given to him; (3) write some lines on his life and his literary works.

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English:—

1. Quand une fois on a trouvé le moyen de prendre la multitude par l'appât de la liberté, elle suit en aveugle, pourvu qu'elle en entende seulement le nom. Ceux-ci, occupés du premier objet qui les avait transportés, allaient toujours, sans regarder qu'ils allaient à la servitude; et leur subtil conducteur, qui, en combattant, en dogmatisant, en mêlant mille personnages divers, en faisant le docteur et le prophète aussi bien que le soldat et le capitaine, vit

qu'il avait tellement enchanté le monde, qu'il était regardé de toute l'armée comme un chef envoyé de Dieu pour la protection de l'independance, commença à s'apercevoir qu'il pouvait encore les pousser plus loin. Je ne vous raconterai pas la suite trop fortunée de ses entreprises, ni ses fameuses victoires, dont la vertu était indignée, ni cette longue tranquillité qui a étonné l'univers. C'était le conseil de Dieu d'instruire les rois à ne point quitter son Eglise.

2. Pour bien écrire, il faut donc posséder pleinement son sujet; il faut y réfléchir assez pour voir clairement l'ordre de ses pensées, et en former une suite, une chaîne continue, dont chaque point représente une idée; et, lorsqu'on aura pris la plume, il faudra la conduire successivement sur ce premier trait, sans lui permettre de s'en écarter, sans l'appuyer trop inégalement, sans lui donner d'autre mouvement que celui qui sera déterminé par l'espace qu'elle doit parcourir. C'est en cela que consiste la sévérité du style; c'est aussi ce qui en fera l'unité et ce qui en règlera la rapidité, et cela seul aussi suffira pour le rendre précis et simple, égal et clair, vif et suivi. A cette première règle, dictée par le génie, si l'on joint de la délicatesse et du goût, du scrupule sur le choix des expressions, de l'attention à ne nommer les choses que par les termes les plus généraux, le style aura de la noblesse.

3. Les chrétiens n'ont qu'un Dieu, maître absolu de tout,
De qui le seul vouloir fait tout ce qu'il résout:
Mais si j'ose entre nous dire ce qui me semble,
Les nôtres bien souvent s'accordent mal ensemble;
Et me dût leur colère écraser à tes yeux,
Nous en avons beaucoup pour être de vrais Dieux.
Enfin chez les Chrétiens les mœurs sont innocentes,
Les vices détestés, les vertus florissantes;
Ils font des vœux pour nous qui les persécutons;
Et depuis tout le temps que nous les tourmentons,
Les a-t-on vus mutins? les a-t-on vus rebelles?
Furieux dans la guerre, ils souffrent nos bourreaux,
Et lions au combat, ils meurent en agneaux.

4. Ce Dieu maître absolu de la terre et des cieux,
N'est point tel que l'erreur le figure à vos yeux:
L'Eternel est son nom, le monde est son ouvrage.
Il entend les soupirs de l'humble qu'on outrage,
Juge tous les mortels avec d'égales lois,
Et du haut de son trône interroge les rois.
Des plus fermes Etats la chute épouvantable,
Quand il veut, n'est qu'un jeu de sa main redoutable.
Les Juifs à d'autres dieux osèrent s'adresser:
Roi, peuples, en un jour tout se vit disperser:
Sous les Assyriens leur triste servitude
Devint le juste prix de leur ingratitude.

5. J'ai vu l'impie adoré sur la terre:
Pareil au cèdre il cachait dans les cieux
Son front audacieux;

Il semblait à son gré gouverner le tonnerre,
Foulait aux pieds ses ennemis vaincus :
Je n'ai fait que passer, il n'était déjà plus.

II. Translate into French :—

1. I will suppose, then, a speaker, and an audience too, who never saw England, never saw a member of parliament, a policeman, a queen, or a London mob ; who never read the English history, nor studied any one of our philosophers, jurists, moralists, or poets ; but who has dipped into Blackstone, and several English writers, and has picked up facts at third or fourth hand, and has got together a crude farrago of ideas, words, and instances, a little truth, a deal of falsehood, a deal of misrepresentation, a deal of nonsense, and a deal of invention.

2. My banks they are furnished with bees,
Whose murmur invites one to sleep ;
My grottos are shaded with trees,
And my hills are white over with sheep.
I seldom have met with a loss,
Such health do my fountains bestow ;
My fountains, all bordered with moss,
Where the harebells and violets grow

III. Translate into English :—

1. Diphile commence par un oiseau, et finit par mille. Sa maison n'en est pas égayée, mais empestée ; la cour, la salle, l'escalier, le vestibule, les chambres, le cabinet, tout est volière : ce n'est plus un ramage, c'est un vacarme ; les vents d'automne et les eaux dans leur plus grandes crues ne font pas un bruit si perçant et si aigu ; on ne s'entend plus parler les uns les autres dans ces chambres où il faut attendre pour faire le compliment d'entrée, que les petits chiens aient aboyé.

2. Superbe, il se ranime, il s'élance, il se dresse,
Soutient seul mille assauts ; son généreux courroux
Réserve aux plus vaillants ses plus terribles coups.
Sur lui seul à la fois tous ses ennemis fondent ;
Leur morsures, leurs cris, leur rage se confondent.
Il lutte, il frappe encore : efforts infructueux !
Hélas ! que lui servit son port majestueux,
Et sa taille élégante, et ses rameaux superbes,
Et ses pieds qui volaient sur la pointe des herbes ?
Il chancelle, il succombe, et deux ruisseaux de pleurs
De ses assassins même attendrissent les cœurs.

Friday, 18th December, 10 a.m. to 1 p.m.

ALGEBRA AND GEOMETRY.

I. Triangles on the same base and between the same parallels are equal. ABC is a triangle, D, E, are the middle points of AB, AC. BE, CD meet at O. Show that the area of the triangle whose sides are equal in length to AO, BO, CO is one-third of that of the triangle ABC.

II. If a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the two unequal parts together with the square on the line between the points of section is equal to the square on half the line.

If the vertex A of an equilateral triangle be joined to a point D in the base BC, show that $AD^2 = BD^2 + CD^2 + BD \cdot CD$.

III. If a straight line touch a circle, and if from the point of contact a straight line be drawn cutting the circle, the angles made by this line with the tangent are respectively equal to the angles in the alternate segments.

APQ, ARS are two fixed straight lines, O is a fixed point between them. Through O are drawn any two lines PS and QR. Shew that the tangents at O to the circles circumscribing POR and QOS contain a constant angle.

IV. In a given triangle inscribe a circle.

Construct a triangle, given one side and the radii of the inscribed and circumscribed circles.

V. The sides about the equal angles of equiangular triangles are proportional, and those sides which are opposite to the equal angles are homologous.

The line DE is drawn parallel to the base BC of a triangle ABC, cutting AB and AC in D and E respectively. CD and EB are joined and intersect in F. Shew that AF bisects DE.

VI. Find the G.C.M. of $4x^6 - 209x^2 + 15$ and $15x^6 - 209x^3 + 4$.

VII. Between two given numbers a and b insert:—

(1) two arithmetic means; (2) two harmonic means; (3) two geometric means.

If x_1, x_2 be the arithmetic means, y_1, y_2 the harmonic means and z_1, z_2 the geometric means, shew that $x_1y_2 = x_2y_1 = z_1z_2$.

VIII. Solve the equations:—

1. $\sqrt{x^2 + a} + \sqrt{x^2 - a} = \sqrt{2a + b} + \sqrt{b}$.

2. $\dfrac{x}{y+1} + \dfrac{y}{x+1} = \dfrac{5}{3}$; $x^2 + y^2 = 2$.

IX. Prove that the number of permutations of n things taken altogether, of which p are alike and all the rest unlike is $\lfloor n \div \lfloor p$.

In how many ways can the letters forming the word *plantain* be arranged so that the two a's do not come together?

X. Write down the first five terms in the expansion of $(a^2 + x)^{\frac{1}{2}}$.

Prove that if M differ from N^2 by a small quantity the square root of M is approximately equal to $\frac{3}{2}N - \frac{(3N^2 - M)^2}{8N^3}$.

FRIDAY, 18TH DECEMBER, 2 TO 5 P.M.

TRIGONOMETRY AND EUCLID, BK. XI.

I. 1. Trace the variations in the sign and magnitude of $\sin A + \cos A$, as A increases from 0° to 360°.

2. If $\sin A = q \sin B$ and $\cos A = p \cos B$, find the values of $\tan A$, and $\tan B$.

II. 1. Prove the formula $\cos(A + B) = \cos A \cos B - \sin A \sin B$.

2. If $\cos(\alpha + \beta) \sin(\gamma + \delta) = \cos(\alpha - \beta) \sin(\gamma - \delta)$ show that $\tan \delta = \tan \alpha \tan \beta \tan \gamma$.

3. Prove the identities

(i) $\cos(36 + A) \cos(36 - A) + \cos(54 + A) \cos(54 - A) = \cos 2A$.

(ii) $\sin \frac{2\pi}{7} + \sin \frac{4\pi}{7} - \sin \frac{6\pi}{7} = 4 \sin \frac{\pi}{7} \sin \frac{3\pi}{7} \sin \frac{5\pi}{7}$.

III. Show that the angle subtended at the centre of a circle by an arc equal to the radius is invariable. Taking this angle to be the unit, find the measure of the angle $69^\circ\ 18'\ 0''$, assuming $\pi = \frac{22}{7}$.

IV. Find a general expression representing all angles which have a given sine. Obtain the general values of x which satisfy the equation $\sin 9x + \sin 5x + 2 \sin^2 x = 1$.

V. 1. Explain the symbol $\log_a N$; and find its value when $a = \cdot 01$ and $N = \cdot 00001$.

2. Calculate to six places of decimals

$$\sqrt[3]{\left(\frac{875}{32}\right)^2}, \text{ having given } \log 2 = \cdot 3010300.$$

$$\log 7 = \cdot 8450980.$$
$$\log 90762 = 4 \cdot 9579041.$$
$$\log 90763 = 4 \cdot 9579088.$$

VI. 1. In any triangle show that the sides are proportional to the sines of the opposite angles: and 2. prove that $a \sin \frac{B-C}{2} = (b-c) \cos \frac{A}{2}$.

VII. Find the area of a given circle, and of a given sector.

In the figure of Euclid I. (1) find the area of the part common to both the circles.

VIII. A flagstaff known to be 20 feet high stands at the top of a tower, and subtends an angle whose tangent $= \cdot 032$ at a place 100 feet distant horizontally from the foot of the tower. Find the height of the tower.

IX. 1 Define a sphere, cone, cylinder and prism. Name the regular solids that can be constructed with (a) equal and equilateral

triangles (*b*) equal and equilateral pentagons, stating the number required for each.

2. Planes to which the same straight line is perpendicular are parallel to one another.

X. If two straight lines be cut by parallel planes, they shall be cut in the same ratio.

SATURDAY, 19TH DECEMBER, 10 A.M. TO 12 NOON.

HISTORY OF ENGLAND.

I. What were the circumstances that led to the Union of England and Scotland? Give the terms of the treaty by which the Union was completed. Sketch briefly the effects of the Union in the two countries.

II. State briefly what you know of (1) the Petition of Right (2) Tonnage and Poundage (3) Enforced Knighthood (4) the Star Chamber (5) the Self-denying Ordinance.

III. Give a short account of the efforts made by the adherents of the Stuarts to overthrow the Hanoverian dynasty, treating specially of the expedition of the Young Pretender.

IV. What mechanical inventions gave a great impetus to the commercial activity of England towards the end of the eighteenth century? Show that this activity assisted the passing of the Reform Bill of 1832.

V. Write short notes on (1) the Drapier Letters (2) the Stamp Act (3) the Letters of Junious (4) the National Debt (5) Burke's "Reflections on the French Revolution" (6) the Education Act of 1870.

VI. What circumstances led to the adoption of a Free Trade policy by England, and who took the chief part in the agitation which led to this result?

VII. What considerations led England to take part against Russia in the Crimean War? Describe (giving dates) the chief events of the War, and the terms of the treaty by which it was concluded.

SATURDAY, 19TH DECEMBER, 12-5 TO 2-5 P.M.

HISTORY OF GREECE AND ROME.

I. Describe the constitution of the Spartan State, mentioning (1) the classification of the population (2) the mode of government.

II. Describe, and estimate the comparative value of, the services rendered to Greece by Athens and Sparta in repelling the invasion of Xerxes.

III. Write a short account of the work of Pericles, (1) as a soldier (2) as an administrator (3) as an encourager of the arts.

IV. State the steps by which Philip of Macedon became the ruling power in Greece.

V. What grievances led to the creation of the Decemviri? State the nature and duration of their rule. Of what benefit was it to the Plebeian party?

VI. Give the causes and describe the course of the Jugurtine War. How does it reflect on the character of Rome at that time?

VII. What causes led (1) to the formation (2) to the dissolution of the First Triumvirate? In what important respect did the First and Second Triumvirates differ?

VIII. Name the battles or sieges, with the dates, which decided Rome's supremacy over (1) Samnium, (2) Carthage, (3) Greece, (4) Spain, (5) Syria, (6) Gaul, (7) Egypt.

SATURDAY, 19TH DECEMBER, 3 TO 5 P.M.

LOGIC.

I. What is term? Distinguish between general, collective, and singular terms, giving two examples of each. Are these three classes of terms always mutually exclusive?

II. 1. Define connotation and denotation. State and exemplify the law of their relation to each other.

2. Arrange the following terms according to their greater or less connotation, beginning with the term which has least connotation—animal, dog, organized substance, mammal, quadruped.

III. Give the rules of definition. Examine the following definitions—state whether correct or incorrect, and if incorrect, show what rule is violated:—

1. Man is an animal that laughs.
2. Man is a rational animal inhabiting the earth.
3. Man is a biped.
4. Man is a being possessing the attribute of humanity.

IV. 1. Prove by means of the contradictories that the subcontraries cannot both be false.

2. State the logical character of the following propositions, convert them, and show what inferences may be drawn from an assumption of their falsity:—

None but the brave deserve the fair.
Three men were hanged for murder.
Many lads are not sufficiently studious.

V. 1. Why can no figure but the first have a conclusion in A?

2. Show that the second figure can only prove negative conclusions.

3. Construct a concrete syllogism in Felapton and reduce it to the corresponding mood of the first figure.

VI. Write the following reasonings in strict syllogistic form. Examine each and state whether valid or invalid. If valid, give the mood and figure; if invalid, show the nature of the fallacy:—

1. The ibis is a kind of crane, for both cranes and ibises are waterfowl with long legs.

2. Snails are not insects, for all insects are articulata, and snails are not.

3. All Hindoos are natives of India, and they are also Aryans, therefore all Aryans are natives of India.

B.A. DEGREE EXAMINATION, 1891-92.

FRIDAY, 20TH NOVEMBER, 10 A.M. TO 1 P.M.

ENGLISH POETRY.

I. State briefly the relations between the seven principal persons in *Othello* during the few weeks preceding the commencement of the play.

II. The time from the landing of Othello at Cyprus to the death of Desdemona can be traced clearly in the text. Refer to a few of the passages and incidents which support this statement, and say what the time is.

III. Give in the form of a letter from Cassio to a friend at Venice the events of the Fifth Act,—distinguishing between those of which he himself was an eye-witness and those of which he could only know from others.

N.B.—Marks will be given for style, which should be clear and *concise*.

IV. Mention any special circumstances in connection with Othello which tended to make him fall an easy victim to Iago's scheme.

V. "Alone among the characters of Shakespeare Iago is continually being labelled by those around him. He is always * Iago." Supply the missing word, and explain why Shakespeare adopts this unusual course.

VI. Explain briefly the following, naming the speaker and the occasion:—

1. * * * Noble swelling spirits,
   That hold their honours in a wary distance.
2. Her honour is an essence that's not seen
   They have it very oft that have it not.
3. I do not so secure me in the error,
   But the main article I do approve
   In fearful sense.

VII. Paraphrase:—

When I have fears that I may cease to be
Before my pen has gleaned my teeming brain,
Before high-piled books, in charact'ry,
Hold like rich garners the full-ripened grain;
When I behold, upon the night's starred face,
Huge cloudy symbols of a high romance,
And think that I may never live to trace
Their shadows, with the magic hand of chance;
And when I feel, fair creature of an hour!
That I shall never look upon thee more,
Never have relish in the fairy power
Of unreflecting love,—then on the shore
Of the wide world I stand alone, and think
Till Love and Fame to nothingness do sink.

VIII. 1. State in your own words the ideas, expressed in the selected poems of Tennyson, on (*a*) prayer; (*b*) constitutional government.

2. Explain the following, with reference to the contest, where necessary:—

(*a*) Work without hope draws nectar in a sieve,
And hope without an object cannot live.
(*b*) The good stars met in your horoscope,
Made you of spirit, fire, and dew.
(*c*) They stood aloof, the scars remaining,
Like cliffs which had been rent asunder.
(*d*) The yonge sonne
Hath in the Ram his halfe cours y-ronne.
(*e*) Al was fee simple to him in effect.
(*f*) Though that he were worthy, he was wys.

IX. 1. Define humour, and illustrate from the Prologue the humour of Chaucer.

2. "He principally describes external appearances as indicating character."

Illustrate this statement from the Prologue.

X. 1. Mark the scansion of the following lines, explaining any peculiarities of accent:—

(*a*) An out-rydere that lovede venerye.
(*b*) With a thredbare cope, as is a povre scoler.
(*c*) Ginglen in a whistling wynd as clere.
(*d*) By his clennesse how that his sheep shold live.

2. Parse the italicised verbs in the following lines. If the verb is in the indicative mood, give the corresponding person of the corresponding tense of the subjunctive mood; if the verb is in the subjunctive mood, give the corresponding form of the indicative mood; if the verb, from its form, may be either indicative or subjunctive, point out which is required by the sense, giving reasons for your opinion:—

(*a*) She wolde wepe, if that she *sawe* a mous
Caught in a trappe, if it were deed or *bledde*.
(*b*) And if ther *dide*, certeyn, so wroth was she.
(*c*) If gold *ruste*, what shal yren do?
(*d*) If a preest *be* foul, on whom we truste.
(*e*) Men *moot* yeve silver to the povre freres.
(*f*) That no drope ne *fille* up-on hir brest.

3. Write etymological notes on the italicised letters in the following words:—Wiste, nightertale, plentevous, povre.

FRIDAY, 20TH NOVEMBER, 2 TO 5 P.M.

ENGLISH PROSE.

I. 1. How does Hazlitt reconcile the existence of the pleasure with the pain in tragedy?

2. What points of contrast between Chaucer's poetry and Spenser's are noticed by Hazlitt?

II. 1. Illustrate from the character of Othello what Hazlitt calls "the dramatic fluctuation" of passion.

2. Note briefly the distinguishing features in the poetry of Byron.

III. Cromwell's life may be divided into three periods: mention them, and state briefly the influences that affected his character during the first and second periods.

IV. Give Harrison's estimate of Cromwell's claims to be regarded as a great general.

V. Explain the following with special reference to the italicised portions:—

1. The *new model* proved to be the saving of *the cause*.

2. *Pride's Purge* was the most revolutionary of *the three great acts of force* by which the army coerced the Parliament.

3. Cromwell was rooted to the idea of a *double authority*.

VI. The following is an extract from one of Hazlitt's paragraphs. You are required to point out (1) the chief characteristics of his style that it illustrates; and (2) any faults you may note in it:—

"Tom Moore is a poet of a quite different stamp. He is as heedless, gay, and prodigal of his poetical wealth, as the other is careful, reserved, and parsimonious. The genius of both is national. Mr. Moore's Muse is another Ariel, as light, as tricksy, as indefatigable, and as humane a spirit. His fancy is for ever on the wing, flutters in the gale, glitters in the sun. Everything lives, moves, and sparkles in his poetry, while over all love waves his purple light. His thoughts are as restless, as many, and as bright as the insects that people the sun's beam. 'So work the honey-bees,' extracting liquid sweets from opening buds; so the butterfly expands its wings to the idle air; so the thistle's silver down is wafted over summer seas. * * * * * * The fault of Mr. Moore is an exuberance

of involuntary power. His facility of production lessens the effect of, and hangs as a dead weight upon, what he produces. His levity at last oppresses. * * * * * * He exhausts attention by being inexhaustible. His variety cloys; his rapidity dazzles and distracts the sight. The graceful ease with which he lends himself to every subject, the genial spirit with which he indulges in every sentiment, prevents him from giving their full force to the masses of things, from connecting them into a whole. He wants intensity, strength and grandeur. * * * * * * But he has wit at will, and of the first quality. His satirical and burlesque poetry is his best: it is first-rate. His Two-penny Post-bag is a perfect 'nest of spicery,' where the Cayenne is not spared. The politician there sharpens the poet's pen. In this too, our bard resembles the bee; he has its honey and its sting."

VII. How far does Emerson, in the text-book, reveal an answer to his question "why England is England"?

VIII. 1. What is Emerson's explanation of the low state of contemporary English science?

2. What is Sidney's account of the condition of English poetry in his time?

IX. Explain with reference to the context:—

1. "The young spirit fancies it happiness enough to live with people who can give an inside to the world." *Emerson.*

2. "The water-laws, the arctic frost, the mountain, the mine, only shatter cockneyism." *Emerson.*

3. "Both, not having both, do both halt." *Sidney.*

X. What is Sidney's teaching as to—

1. The nature of poetry;

2. The use of similitudes?

XI. What evidence is there in the "Apologie" as to—

1. The general character of the stage-arrangements in Sidney's day.

2. The causes which may possibly have led to Sidney's writing in defence of poetry.

XII. 1. Give the force of the italicised words in the following sentences:—

(*a*) The *jolly commodity* of being sick of the plague.

(*b*) Comedies give the largest field to *ere* (ear).

(*c*) *Inartificially* imagined.

(*d*) More careful to speak *curiously* than to speak truly.

2. Paraphrase—

"Now let us go to a more ordinary opening of him, that the truth may be more palpable; and so I hope, though we get not so unmatched a praise as the etymology of his names will grant, yet his very description, which no man will deny, shall not justly be barred from a principal commendation."

SATURDAY, 21ST NOVEMBER, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE AND LITERATURE.

I. 1. Account for the scarcity of inflexions in the English language.

2. Specify and localise the chief English dialects between the Norman Conquest and the death of Chaucer; and mention any *two* grammatical features peculiar to each.

II. What is Grimm's Law? Taking the Anglo-Saxon *fæder* (= father) and the English *foot*, show how each of them agrees or disagrees in the labial and dental consonants with Grimm's Law.

III. 1. About what period did the form "*its*" appear in English literature? What were the older forms for this pronoun?

2. Account for the italicised letters in could, thri*ce*, lau*gh*, gossip, m*e*n, twe*lve*, d*i*d, child*ren*.

IV. 1. What change in meaning have the following words undergone:—*libel*, *starve*, *girl*, *acre*?

2. Write short explanatory notes on the italicised words in the following:—

(*a*) Whar-for ilk man, bathe lered and *lewed*,
Suld thinke on that love that He man shewed,
And love Hym and thank Hym als he can,
And elles es he an *unkynd* man.

(*b*) Archbishop Abbott was *painful*, stout, of a grave and *voluble* eloquence.

(*c*) Yet such is now the Duke's condition,
That he misconstrues all that you have done;
The duke is *humourous*.

(*d*) This eased her heart and dried her *humourous* eye.

V. Explain the following metaphorical phrases:—to kick over the traces, to pull the strings, to get under way, to go to the wall.

VI. What authors are referred to in the following? Write a short explanatory note in support of your statement in each case:—

1. If, honoured Colin, thou hadst lived so long
As to have finished thy fairy song.

2. Poet of Nature * * * *
In honoured poverty thy voice did weave
Songs consecrate to truth and liberty.

3. The Legend of Good Women, long ago
Sung by the morning star of song who made
His music heard below.

4. The Lord Chancellor wrote on science like a Lord Chancellor.

VII. Describe the chief characteristics of old English poetry.

VIII. Give the names and approximate dates of the authors of *six* of the following works:—

(1) *Hudibras*; (2) *Confessio Amantis*; (3) *The New Atlantis*; (4) *The Critic*; (5) *The Tale of a Tub*; (6) *Gorboduc*; (7) *The Scholemaster*; (8) *The Golden Terge.*

Give a short account of any *two* of these.

IX. What is a sonnet? Whence and at what period was this form of poetry introduced into English literature? Name the chief writers of sonnets in the sixteenth century.

X. Mark carefully the feet, stresses and pauses in the following; and name the characteristic foot in each line:—

1. 'Tis a sight to engage me if anything can,
   To muse on the perishing pleasures of man.
2. Sound of vernal showers
   On the twinkling grass,
   Rain-awaken'd flowers,
   All that ever was
   Joyous, and clear and fresh, thy music doth surpass.

XI. Select a novel of *any one* of the following authors:—Scott, Dickens, Thackeray, Charles Kingsley, Bulwer Lytton, and George Eliot, and show your acquaintance with the work, by giving either a brief sketch of the plot, or an analysis of one of the leading characters in it.

or

Select one of the longer poems of either Dryden or Pope, and sketch its contents so as to show your acquaintance with the original.

XII. 1. Point out what you consider faulty in the following sentences.

2. How would you recast them?

(*a*) "When I say 'a great man,' I not only mean a man intellectually great, but also morally, who has no preference for diplomacy at all events which is mean, and underhanded, to secure ends which can be secured by an honest policy equally well, who does not resemble Polonius, who prefers to get at truth by untruthful tricks, and who considers truth a carp which is to be caught by the bait of falsehood. We cannot call a petty intriguer great, though we may be forced to call an unscrupulous man by that name."

(*b*) "Mr. Pym was looked upon as the man of greatest experience in Parliaments, where he had served very long, and was always a man of business, being an officer in the Exchequer, and of a good reputation generally, though known to be inclined to the Puritan party."

SATURDAY, 21ST NOVEMBER, 2 TO 3-30 P.M.

ENGLISH COMPOSITION.

Write an essay on *one* of the following subjects:—

1. *Famines*, their causes, effects, and the means of preventing them.

2. The literary activity of the Elizabethan age, the forces that created it and the chief directions in which it found expression.

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. Paraphrase:

1. आ शैलेन्द्राच्छिलान्तस्खलितसुरनदीशीकरासारशीता तीरान्ताच्चैकारागस्फुरितमणिरुचो दक्षिणस्यार्णवस्य। आगत्यागत्य भीतिप्रणतनृपशतैः शश्वदेव क्रियन्तां चूडारत्नांशुगर्भास्तव चरणयुगस्याङ्गुलीरन्ध्रभागाः॥

2. स्तुवन्ति श्रान्तास्याः क्षितिपतिमभूतैरपि गुणैः
प्रावाचः कार्पण्याद्यदवितथवाचोऽपि पुरुषाः।
प्रभावस्तृष्णायाः स खलु सकलः स्यादितरथा
निराहाणामीशस्तृणमिव तिरस्कारविषयः॥

3. उत्सिक्तः कुसचिवदृष्टराज्यभारो
नन्दोऽसौ न भवति चन्द्रगुप्त एषः।
चाणक्यस्त्वमपि च नैव केवलं ते
साधर्म्यं मदनुकृतेः प्रधानवैरम्॥

II. 1. Mention the sources from which the story of the Mudrārākshasa was taken.

2. Calculate the length of time occupied by the events referred to in the drama.

3. What do you know about the dates of the authors of the above drama and the Daśakumāracharita?

4. Enumerate the different branches of learning which were taught to Rājavāhana.

III 1. Give the meanings in which the following words are used in your text-books:—

जितकाशिन्, अभियोगः, व्युत्तिष्ठमान, शरणम्, तन्त्रम्, विग्रहः, हंसः, बाह्मणब्रुव, किंकर्तव्यता, उत्कलिका, घुणाक्षरम्, अन्तरम्.

2. Write the Sanskrit equivalents of the following Prakrit words पाउडम्, वाहो, घरम्, असुणिदव्वं, मुञ्चिज्जदु, केरके, ओसलणा, अणुचिट्ठिदव्वम्.

3. How are the following combined consonants occurring in Sanskrit words modified in Prakrit? and give two instances of each. त्य, द्य, म्न and ज्ञ.

N.B.—Omit those instances which occur in the passages which are extracted in this paper.

IV. Explain the following, bringing out the full force of the expressions underlined

1. राज्यप्राप्तिकृतार्थमेकमपरं तीर्णप्रतिज्ञार्णवम्
सौहार्दात्कृतकृत्यतैव नियतं लब्धान्तरा भेत्स्यति ॥

2 मन्मथोऽपि मामपहसितनिजलावण्यमेनं विलोकयन्तीममूययेवातिमात्रं मथ्नन्निजनाम सान्वयं करोति ॥

3. निग्रहे तावत्पर्वतकोऽस्माभिरेव व्यापादित इति कृतघ्नतायाः स्वहस्तोदत्तः स्यात् प्रतिश्रुतराज्यार्धप्रतिपादनेऽपि पर्वतकविनाशः केवलं कृतघ्नतामात्रफलः स्यात् ॥

4. लब्धायां पुरि यावदिच्छमुषितं कृत्वा पदं नो गले
व्याघातो जयघोषणादिषु बलादस्मद्बलानां कृतः ॥

5. आर्याज्ञयैव मम लङ्घितगौरवस्य
बुद्धिः प्रवेष्टुमिव भूविवरं प्रवृत्ता ॥

6. सावग मुण्डिअमुण्डो णक्खत्ताई पुच्छासि ॥

7. अयमपरो गण्डस्योपरि स्फोटः ॥

8. कमलाणं मणहराणं सूअहिंतो विसंवदइ शीलं ।
संपुण्णमंडलम्मि वि जाइं चन्दे विरुद्धाइं ॥

V. Rewrite in Sanskrit.

1. पाउण निरवसेसं कमुमरसं अत्तणो कुलसदाए ।
जं उग्गिरेइ भमरो अण्णाणं कुणइ तं कज्जं ॥

2. दूले पच्चासत्ती दंसणं वि दुल्लहमधण्णैः ।
कल्लाणकुलहराणं देआणं विअ मणुस्सदेआणं ॥

3. सासणमलिहन्ताणं पडिवज्जह मोहवाहिवेज्जाणं ।
जे मुत्तमात्तकडुअं पच्छा पत्थं उवदिसन्ति ॥

VI दुरात्मा चाणक्यवटुर्जयत्वतिसंधातुं शक्यः स्यादमात्य इति वागीश्वरी वामाक्षिस्पन्दनेन प्रस्तावगता प्रतिपादयति ॥

Explain the passage and state to what वागीश्वरी refers.

Give two other instances of it from the Mudrārākshasa.

VII. 1. यो नन्दमौर्यनृपयोः परिभूय लोक-
मस्तोदयावदिशदप्रतिभिन्नकालम् ।
पर्यायपातितहिमोष्णमसर्वगामि
धाम्नातिशाययति धाम सहस्रधाम्नः ॥

2. पितृन् पुत्राः पुत्रान् परवदभिहिंसन्ति पितरः
यदर्थं सौहार्दं सुहृदि च विमुञ्चन्ति सुहृदः ।
प्रियं मोक्तुं तद्यो व्यसनमिव सद्यो व्यवसितः ॥

according to the Bombay edition, or

प्रियं सद्यस्त्यक्तुं व्यसनिनि वयस्ये व्यवसितः ॥

according to the Calcutta edition

(*a*) Explain the alamkāras in the first stanza.

(*b*) Compare the two readings of the third line of the second stanza and state which of them is better.

VIII. 1. Give the abstract nouns (not those formed by the addition of the suffixes त्व and ता) from सहित, समग्र, मधुर, सुहृत् and वणिक्; adjectives from परलोक, एकान्त, अतिभार, उशनस्; and the third person singular, of the indicative present tense (लट्) of पद्, लभ्, ज्ञा, हन्, प्र + स्था in the desiderative, and of the aorist (लुङ्) of स्था, पा and अधि + इ to read, in the causative.

2. In what sense are the frequentative and desiderative forms of verbs used? Give examples.

XI. 1. विषवृक्षोऽपि संवर्ध्य स्वयं छेत्तुमसांप्रतम्॥ Kumārasambhava.

2. पपौ निमेषालसपक्ष्मपङ्क्ति-
रुपोषिताभ्यामिव लोचनाभ्याम् ॥ Raghuvamsa.

3. संबन्धमाभाषणपूर्वमाहुः ॥ Do.

4. सति कुड्ये चित्रकर्म ॥

Quote passages from your text-books, containing the above or similar ideas, or give their contexts.

MONDAY, 23RD NOVEMBER, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

I. Translate into English :—

1. (a) चाण० ॥ कथं स्पर्धते मया सह दुरात्मा राक्षसः। कृतागाः कौटिल्यो भुजग इव निर्याय नगराद्यथा नन्दान्हत्वा नृपतिमकरोन्मौर्यवृषलम्। तथाहं मौर्येन्दोः श्रियमपहरामीति कृतधीः प्रकर्षं मद्बुद्धेरतिशयितुमेष व्यवसितः ॥

आकाशे लक्ष्यं बद्ध्वा ॥ राक्षस राक्षस विरम्यतामस्माद्दुर्व्यसनात् ॥....

विचिन्त्य ॥ अथवा नातिमात्रमत्र वस्तुनि मया मनः खेदयितव्यम्। कुतः।

मद्भृत्यैः किल सोऽपि पर्वतसुतो व्याप्तः प्रविष्टान्तरैरुद्युक्ताः स्वनियोगसाधनविधौ सिद्धार्थकाद्याः स्पशाः। कृत्वा संप्रति कैतवेन कलहं मौर्येन्दुना राक्षसं भेत्स्यामि स्वमतेन भेदकुशलस्त्वेष प्रतीपं द्विषः ॥

(b) चण्डा०॥ ओसलेह ओसलेह अवेह अवेह । जइ इच्छह लक्खिदव्वे प्पाणे विहवे कुले कलत्ते अ। ता पलिहलहू विसमं लाआपत्थं मुदूलेण ॥

अविअ । होदि पुलिसस्स वाही मलणं वा सेविदे अपत्थम्मि । लाआपत्थे उण सेविदे सअलं वि कुलं मलदि ॥

ता जइ ण पतिज्जह ता एह पेक्खह एअं लाआपत्थकालिणं सेट्ठिचन्दणदासं सउत्तकलत्तं वज्झट्ठाणं णीअमाणं॥ आकाशे श्रुत्वा ॥ अज्जा किं भणह । आत्थि से कोवि मोक्खोवाआत्ति । अज्जा अत्थि अमच्चरक्खसस्स घरअणं जइ समप्पेदि ॥ पुनराकशे ॥ किं भणह । एसे सलणागदवच्छले अत्तणो जीविदमेत्तस्स कालणे ईदिसं अकज्जं ण कलिस्सदित्ति। अज्जा तेण हि अवधालेह से मुहां गदिं । किं दाणिं तुम्हाणं एत्थ पडिआराविआरेण ॥

2. परेद्युः प्रभाते विद्येश्वरो रसभावरीतिगतिचतुरस्तादृशेन महता निजपरिजनेन सह राजभवनद्वारान्तिकमुपेत्य दौवारिकनिवेदितनिजवृत्तान्तः सहसोपगम्य सप्रणाममैन्द्रजालिकः समागतइतिद्वाःस्थैर्विज्ञापितेन तद्दर्शनकुतूहलाविष्टेन समुत्सुकावरोधसहितेन मालवेन्द्रेण समाहूयमानः कक्षान्तरं प्रविश्य सविनयमाशिषं दत्त्वा तदनुज्ञातः परिजनताड्यमानेषु वाद्येषु नदत्सु गायकीषु मदकलकोकिलामञ्जुलध्वनिषु समधिकरागरञ्जितसामाजिकजनमनोवृत्तिषु पिच्छिका भ्रमणेषु सपरिवारः परिवृढं भ्रामयन् मुकुलितनयनः क्षणमतिष्ठत् । तदनु विषमं विषमुल्बणं वमन्तः फणालंकरणा रत्नराजिनीराजित-

राजमन्दिराभोगा भोगिनो भयं जनयन्तो निश्चेरुः । गृध्राश्च बहवस्तुण्डैरहिपतीनादाय दिवि समाचरन् । ततोऽग्रजन्मा नरसिंहस्य हिरण्यकशिपोर्दैत्येश्वरस्य विदारणमभिनीय महदाश्चर्यान्वितं राजानमभाषत । राजन् अवसानसमये भवता शुभसूचकं द्रष्टुमुचितम् । ततः कल्याणपरंपरावाप्तये भवदात्मजाकारायास्तरुण्या निखिललक्षणोपेतस्य राजनन्दनस्य विवाहः कार्य इति । तदवलोकनकुतूहलेन महीपालेनानुज्ञातः स संकल्पितार्थसिद्धिसंभावनसफुल्लवदनः सकलमोहजनकमञ्जनं लोचनयोर्निक्षिप्य परितो व्यलोकयत् । सर्वेषु तदैन्द्रजालिकमेव कर्मेति साद्भुतं पश्यत्स रागपल्लवितहृदयेन राजवाहनेन पूर्वसंकेतसमागतामनेकभूषणभूषिताङ्गीमवन्तिसुन्दरीं वैवाहिकमन्त्रनैपुण्येनाग्निं साक्षीकृत्य संयोजयामास ॥

3. (*a*) नास्त्युपायः स संसारे कोऽपि योऽपोहितुं क्षमः ।
भूपालमत्तकरिणामेषां चपलकर्णताम् ॥

(*b*) भुजवनतरुच्छायां येषां निषेव्य महौजसां
जलधिरशना मेदिन्यासीदसावकुतोभया ।
स्मृतिमपि न ते यान्ति क्ष्मापा विना यदनुग्रहं
प्रकृतिमहते कुर्मस्तस्मै नमः कावकर्मणे ॥

(*c*) यात्याश्रितः किल समाश्रणीयलभ्यां
निन्द्यां गतिं जगति सर्वजनार्चितां वा ।
गच्छत्यधस्तृणगुणः श्रितकूपयन्त्रः
पुष्पाश्रयी सुरशिरोभुवि रूढिमेति ॥

II. Translate into Sanskrit:

The Pallava king Paramêśvaravarman defeated the Chalukya king Vikramâditya at the head of a battle,—in which the disc of the sun was caused to assume the likeness of the circle of the moon

through the mist of the dust, that was produced by the marching of countless troops of men, horses, and elephants; which was terrible through the thunder-like sound of drums; which teemed with unsheathed swords that resembled flashes of lightning; in which elephants were moving like clouds and which, therefore, resembled an unseasonable appearance of the rainy season; in which tall horses looked like billows, and conches were incessantly blown, and which, therefore, resembled the roaring ocean which was agitated by a violent wind; in which troops of furious elephants firmly struck each other's faces with the piercing thunderbolts of their tusks; in which squadrons of horsemen were connected by their swords, that had struck each other's heads; in which both large armies had lost arms, necks, shanks, thigh bones and teeth; in which brave warriors were marching on the back of lines of fallen elephants, that formed a bridge over the flood of blood; which covered the field with shattered banners and umbrellas, with fallen elephants and with dead and half-dead soldiers, who had done their duty and whose strong arms still raised the weapon; in which tiaras, armlets, necklaces, bracelets and ear-rings were broken, and pulverised; and which caused hundreds of headless trunks vehemently dance together in a fearful manner.

III. 1. Which branches of Sanskrit literature have, according to Professor Weber, been influenced by the Greeks?

2. Can both the Mahâbhârata and the Râmâyaṇa be classified as Kâvyas? Give reasons for your answer.

3. Name the six Mahâ Kâvyas and their authors, and state the *approximate* time in which each of those authors flourished.

4. Give the titles of the works of Kalhaṇa, Guṇâḍhya, Jayadêva, Yâska, Râjaśêkhara, Vararuchi, Vâmana, Sârṅgadhara, Sûdraka, Sômadêva.

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

GREEK TEXT-BOOKS AND GRAMMAR.

I. 1. What do you know of the "Digamma"? Trace it in the following words:—

βασιλεύς, ἰδεῖν, ἕσπερος, ἑώρων.

2. Explain the formation of the Comparatives *θάσσων, μείζων, μᾶλλον,* from *ταχύς, μέγας, μάλα* respectively.

3. Define "root", "stem", "inflection", and illustrate each of them from *λόγος, εἰμί, εἶμι, φεύγω.*

II. 1. Give the *general* rules for placing the accent on Greek words, and explain "paroxytone", "perispomen", "diaeresis", "enclitic."

2. Accentuate the following:—

φερ' ειπε νυν, τοτ' οισθα παιδα μοι τινα....
ειτ' ουν επ' αγρων ειτε κανθαδ' εισιδων.

III. 1. What is the difference in meaning between ἄγω and ἀγώ; οἶκοι and οἴκοι; μύριοι and μυρίοι; τὸ μέσον τεῖχος, and μέσον τὸ τεῖχος; μέτα and μετά; μητρόκτονος and μητροκτόνος; γαμῶ and γαμοῦμαι; δουλόω and δουλεύω; γελάω and γελασείω; ἀναγιγνώσκω and συγγιγνώσκω?

2 Translate the following sentences and point out in each the peculiar Greek construction:—

(a) ὁ μάντις τοὺς λόγους ψευδεῖς λέγει.

(b) καὶ ὑμᾶς εἰδὼς τὰ πεπραγμένα μνημονεύοντας, ἐκεῖνο φοβοῦμαι,.. .....

(c) καὶ νῦν ἔθ' αὐτός εἰμι τῷ βουλεύματι.

(d) τὸ δ' οὖν κεφάλαιον, ἠξίουν ὧν μὲν εὖ πεπόνθεσαν ὑπὸ Φιλίππου χάριν αὐτοὺς ἀποδοῦναι, ὧν δ' ὑφ' ὑμῶν ἠδίκηντο δίκην λαβεῖν, ...

IV. 1. Conjugate λέγω in the Perfect Indicative Passive, δίδωμι in the 2nd Aorist Imperative Active, τολμάω in the Present Optative Active, ἵημι in the Imperfect Indicative Active, σπείρω in the Future Indicative Middle, δουλόω in the Present Conjunctive Passive.

2. Write out the paradigms of οἶδα, the 2nd Aorist Active of διδράσκω and γιγνώσκω, the Perfect Passive of τύπτω, and the Present Active of ἵστημι.

V. 1. Parse προσταθέντα, ὑπεξελών, ὑφείς, ἐξεπέμψω, λέληθας, ηὕδας, ὤφθη, πεύσεσθε.

2. Write down in tabular form the 1st Person Singular *only* of the Future, Active or Middle, the Aorist Active, and the Perfect, Active and Passive, if found, of the following verbs:—ἁλίσκομαι, βαίνω, φέρω, φαίνω, κάμνω, ἐλαύνω, πίπτω, τρέφω.

VI. 1. What cases can be used absolutely in Greek? Give examples and translate them.

2. Contrast the meanings of the different cases, in the following:

(a) τέρπομαι τοῦτο, τέρπομαι τούτου, τέρπομαι τούτῳ.

VII. Translate the following sentences and account for each mood or negative underlined:—

1. δυσάλγητος γὰρ ἂν
εἴην τοιάνδε <u>μὴ οὐ</u> κατοικτείρων ἔδραν.

2. ἐγὼ δ' <u>οὐ μή</u> ποτε
τἄμ' ὡς ἂν εἴπω μὴ τὰ σ' <u>ἐκφήνω</u> κακά.

What other reading is suggested here?

3. τοῦτ' ἄλλ,' ἐάν με τῷ τερασκόπῳ λάβῃς
κοινῇ τι βουλεύσαντα, μή μ' ἁπλῇ κτάνῃς
ψήφῳ, διπλῇ δέ, τῇ τ' ἐμῇ καὶ σῇ, λαβών.

4. τὸ δ' ἔπος οὐξερῶ τάχα,
ἥδοιο μέν, πῶς δ' οὐκ ἄν; ἀσχάλλοις δ' ἴσως.

5. ὦ δύσποτμ', εἴθε μήποτε γνοίης ὃς εἶ.

6. τί μ' οὐ λαβὼν
ἔκτεινας εὐθύς, ὡς ἔδειξα μήποτε
ἐμαυτὸν ἀνθρώποισιν ἔνθεν ἦ γεγώς;

VIII. 1. Scan the following lines and name the different feet that occur :—

καὶ μὴν ὀκνῶ μέν, ἃ δ' ἂν ἔρῃ μαθοῦσ' ἐρῶ.
πότερον ἐχώρει βαιός, ἂν πολλοὺς ἔχων....

2. Put into Greek, paying careful attention to the use of the particle "ἄν" :—

(*a*) He would not now be seeking to persuade you that I acted wrongly.

(*b*) I would have done that, if you had not written this letter.

(*c*) If you would grant me the same favour, I should be able to assist my friends.

(*d*) We know that not only you, but also others, under these circumstances, would fight for your country.

IX. ὕβρις φυτεύει τύραννον·
ὕβρις, εἰ πολλῶν ὑπερπλησθῇ μάταν,
ἃ μὴ 'πίκαιρα μηδὲ συμφέροντα,
ἀκρότατον εἰσαναβᾶσ'
ἀπότομον ἐξώρουσεν εἰς ἀνάγκαν,
ἔνθ' οὐ ποδὶ χρησίμῳ
χρῆται. τὸ καλῶς δ' ἔχον
πόλει πάλαισμα μήποτε λῦσαι θεὸν αἰτοῦμαι.
θεὸν οὐ λήξω ποτὲ προστάταν ἴσχων.

1. Translate the above passage.

2. Substitute Attic for the Doric forms that occur in it.

3. To whose "ὕβρις" is allusion made and what lessons are the chorus seeking to enforce?

X. 1. Show how Sophocles has skilfully combined the elements of tragic fear and pity in the plot of the Œdipus Tyrannus.

2. Give a sketch of the Athenian "Boule" and its method of procedure.

MONDAY, 23RD NOVEMBER, 2 TO 5 P.M.

GREEK: TRANSLATION.

I Translate into English :—

1. Ἔπειτα τοιαῦτα ποιῶν λέγεις ὃ δεῖ προσεῖναι τῷ δημοτικῷ, ὥσπερ ἀνδριάντα ἐκδεδωκὼς κατὰ συγγραφὴν, εἶτ' οὐκ ἔχοντα ἃ προσῆκεν ἐκ τῆς συγγραφῆς κομιζόμενος, ἢ λόγῳ τοὺς δημοτικοὺς, ἀλλ' οὐ τοῖς πράγμασι καὶ τοῖς πολιτεύμασι γιγνωσκομένους· καὶ βυᾷς ῥητὰ καὶ ἄρρητα ὀνομάζων, ὥσπερ ἐξ ἁμάξης, ἃ σοὶ καὶ τῷ σῷ γένει πρόσεστιν, οὐκ ἐμοί. Καίτοι καὶ τοῦτο, ὦ ἄνδρες Ἀθηναῖοι, ἐγὼ λοιδορίαν κατηγορίας τούτῳ διαφέρειν ἡγοῦμαι, τῷ τὴν μὲν κατηγορίαν ἀδικήματα ἔχειν, ὧν ἐν τοῖς νόμοις εἰσὶν αἱ τιμωρίαι, τὴν δὲ λοιδορίαν βλασφημίας, ἃς κατὰ τὴν αὐτῶν φύσιν τοῖς ἐχθροῖς περὶ ἀλλήλων συμβαίνει λέγειν. Οἰκοδομῆσαι δὲ τοὺς προγόνους ἡμῶν ταυτὶ τὰ δικαστήρια ὑπείληφα οὐχ ἵνα συλλέξαντες ὑμᾶς εἰς ταῦτα ἀπὸ τῶν ἰδίων κακῶς τὰ ἀπόρρητα λέγωμεν ἀλλήλους, ἀλλ' ἵνα ἐξελέγχωμεν, ἐάν τις ἠδικηκώς τι τυγχάνῃ τὴν πόλιν. Ταῦτα τοίνυν εἰδὼς Αἰσχίνης οὐδὲν ἧττον ἐμοῦ πομπεύειν ἀντὶ τοῦ κατηγορεῖν εἵλετο. Οὐ μὴν οὐδ' ἐνταῦθα ἔλαττον ἔχων δίκαιός ἐστιν ἀπελθεῖν. Ἤδη δ' ἐπὶ ταῦτα πορεύσομαι, τοσοῦτον αὐτὸν ἐρωτήσας. Πότερόν σέ τις, Αἰσχίνη, τῆς πόλεως ἐχθρὸν ἢ ἐμὸν εἶναι φῇ; ἐμὸν δῆλον ὅτι.

2. Ἀλλ' οὐκ ἦν ταῦθ', ὡς ἔοικε, τοῖς τότ' Ἀθηναίοις πάτρια οὐδ' ἀνεκτὰ οὐδ' ἔμφυτα, οὐδ' ἐδυνήθη πώποτε τὴν πόλιν οὐδεὶς ἐκ παντὸς τοῦ χρόνου πεῖσαι τοῖς ἰσχύουσι μὲν, μὴ δίκαια δὲ πράττουσι προσθεμένην ἀσφαλῶς δουλεύειν, ἀλλ' ἀγωνιζομένη περὶ πρωτείων καὶ τιμῆς καὶ δόξης κινδυνεύουσα πάντα τὸν αἰῶνα διατετέλεκε. Καὶ γὰρ ταῦθ' οὕτω σεμνὰ καὶ προσήκοντα τοῖς ὑμετέροις ἤθεσιν ὑμεῖς ὑπολαμβάνετε εἶναι ὥστε καὶ τῶν προγόνων τοὺς ταῦτα πράξαντας μάλιστ' ἐπαινεῖτε, εἰκότως. Τίς γὰρ οὐκ ἂν ἀγάσαιτο τῶν ἀνδρῶν ἐκείνων τῆς ἀρετῆς, οἳ καὶ τὴν χώραν καὶ τὴν πόλιν ἐκλιπεῖν ὑπέμειναν εἰς τὰς τριήρεις ἐμβάντες ὑπὲρ τοῦ μὴ τὸ κελευόμενον ποιῆσαι, τὸν μὲν ταῦτα συμβουλεύσαντα Θεμιστοκλέα στρατηγὸν ἑλόμενοι, τὸν δ' ὑπακούειν ἀποφηνάμενον τοῖς ἐπιτασσομένοις Κυρσίλον καταλιθώσαντες, οὐ μόνον αὐτὸν, ἀλλὰ καὶ αἱ γυναῖκες αἱ ὑμέτεραι τὴν γυναῖκ' αὐτοῦ. Οὐ γὰρ ἐζήτουν οἱ τότ' Ἀθηναῖοι οὔτε ῥήτορα οὔτε στρατηγὸν δι' ὅτου δουλεύσουσιν εὐτυχῶς, ἀλλ' οὐδὲ ζῆν ἠξίουν, εἰ μὴ μετ' ἐλευθερίας ἐξέσται τοῦτο ποιεῖν. Ἡγεῖτο γὰρ αὐτων ἕκαστος οὐχὶ τῷ πατρὶ καὶ τῇ μητρὶ μόνον γεγενῆσθαι, ἀλλὰ καὶ τῇ πατρίδι. Διαφέρει δὲ

τί; ὅτι ὁ μὲν τοῖς γονεῦσι μόνον γεγεῆσθαι νομίζων τὸν τῆς εἱμαρμένης καὶ τὸν αὐτόματον θάνατον περιμένει, ὁ δὲ καὶ τῇ πατρίδι ὑπὲρ τοῦ μὴ ταύτην ἐπιδεῖν δουλεύουσαν ἀποθνήσκειν ἐθελήσει, καὶ φοβερωτέρας ἡγήσεται τὰς ὕβρεις καὶ τὰς ἀτιμίας, ἃς ἐν δουλευούσῃ τῇ πόλει φέρειν ἀνάγκη, τοῦ θανάτου.

3. Αἰτεῖς· ἃ δ' αἰτεῖς, τἄμ' ἐὰν θέλῃς ἔπη
κλύων δέχεσθαι τῇ νόσῳ θ' ὑπηρετεῖν,
ἀλκὴν λάβοις ἂν κἀνακούφισιν κακῶν·
ἀγὼ ξένος μὲν τοῦ λόγου τοῦδ' ἐξερῶ,
ξένος δὲ τοῦ πραχθέντος. οὐ γὰρ ἂν μακρὰν
ἴχνευον αὐτό, μὴ οὐκ ἔχων τι σύμβολον.
νῦν δ', ὕστερος γὰρ ἀστὸς εἰς ἀστοὺς τελῶ,
ὑμῖν προφωνῶ πᾶσι Καδμείοις τάδε·
ὅστις ποθ' ὑμῶν Λάϊον τὸν Λαβδάκου
κάτοιδεν ἀνδρὸς ἐκ τίνος διώλετο,
τοῦτον κελεύω πάντα σημαίνειν ἐμοί·
κεἰ μὲν φοβεῖται, τοὐπίκλημ' ὑπεξελὼν
αὐτὸς καθ' αὑτοῦ· πείσεται γὰρ ἄλλο μὲν
ἀστεργὲς οὐδέν, γῆς δ' ἄπεισιν ἀσφαλής.

4 ΟΙ. οὐχ ὡς τάχος τις τοῦδ' ἀποστρέψει χέρας;
ΘΕ. δύστηνος, ἀντὶ τοῦ; τί προσχρῄζων μαθεῖν;
ΟΙ. τὸν παῖδ' ἔδωκας τῷδ' ὃν οὗτος ἱστορεῖ;
ΘΕ. ἔδωκ'· ὀλέσθαι δ' ὤφελον τῇδ' ἡμέρᾳ.
ΟΙ. ἀλλ' εἰς τόδ ἥξεις μὴ λέγων γε τοὐνδικον.
ΘΕ. πολλῷ γε μᾶλλον, ἢν φράσω, διόλλυμαι.
ΟΙ. ἀνὴρ ὅδ', ὡς ἔοικεν, ἐς τριβὰς ἐλᾷ.
ΘΕ. οὐ δῆτ' ἔγωγ', ἀλλ' εἶπον ὡς δοίην πάλαι.
ΟΙ. πόθεν λαβών; οἰκεῖον ἢ 'ξ ἄλλου τινός;
ΘΕ. ἐμὸν μὲν οὐκ ἔγωγ', ἐδεξάμην δέ του.

5 ἰὼ γενεαὶ βροτῶν,
ὡς ὑμᾶς ἴσα καὶ τὸ μηδὲν ζώσας ἐναριθμῶ.
τίς γὰρ, τίς ἀνὴρ πλέον
τᾶς εὐδαιμονίας φέρει
ἢ τοσοῦτον ὅσον δοκεῖν
καὶ δόξαντ' ἀποκλῖναι;
τὸ σόν τοι παράδειγμ' ἔχων,
τὸν σὸν δαίμονα, τὸν σόν, ὦ τλᾶμον Οἰδιπόδα, βροτῶν
οὐδένα μακαρίζω·
ὅστις καθ' ὑπερβολὰν
τοξεύσας ἐκράτησε τοῦ πάντ' εὐδαίμονος ὄλβου,
ὦ Ζεῦ, κατὰ μὲν φθίσας

τὰν γαμψώνυχα παρθένον
χρησμῳδόν, θανάτων δ' ἐμᾷ
χώρᾳ πύργος ἀνέστα·
ἐξ οὗ καὶ βασιλεὺς καλεῖ
ἐμὸς καὶ τὰ μέγιστ' ἐτιμάθης, ταῖς μεγάλαισιν ἐν
Θήβαισιν ἀνάσσων.

6. *(Not from Text-Books.)*

Θαυμάζεις, ἔφη, εἰ τῷ θεῷ δοκεῖ βέλτιον εἶναι ἐμὲ τελευτᾷν τὸν βίον ἤδη; ἄριστα μὲν γὰρ οἶμαι ζῆν τοὺς ἄριστα ἐπιμελομένους τοῦ ὡς βελτίστους γίγνεσθαι, ἥδιστα δὲ τοὺς μάλιστα αἰσθανομένους ὅτι βελτίους γίγνονται. Ἃ ἐγὼ μέχρι τοῦδε τοῦ χρόνου ᾐσθανόμην ἐμαυτῷ συμβαίνοντα, καὶ τοῖς ἄλλοις ἀνθρώποις ἐντυγχάνων καὶ πρὸς τοὺς ἄλλους παραθεωρῶν ἐμαυτὸν. οὕτω διατετέλεκα περὶ ἐμαυτοῦ γιγνώσκων. Εἰ δὲ βιώσομαι πλείω χρόνον, ἵπως ἀναγκαῖον ἔσται τὰ τοῦ γήρως ἐπιτελεῖσθαι, καὶ ὁρᾷν τε καὶ ἀκούειν ἧττον, καὶ διανοεῖσθαι χεῖρον καὶ δυσμαθέστερον καὶ ἐπιλησμονέστερον ἀποβαίνειν, καὶ ὧν πρότερον βελτίων ἦν, τούτων χείρω γίγνεσθαι. Ἀλλὰ μὴν ταῦτά γε μὴ αἰσθανομένῳ μὲν ἀβίωτος ἂν εἴη ὁ βίος, αἰσθανόμενον δὲ πῶς οὐκ ἀνάγκη χεῖρόν τε καὶ ἀηδέστερον ζῆν;

II. Translate into GREEK (with accents):

This active, vigilant, and indefatigable people are never at rest themselves, nor suffer any other nation to be so. Employed wholly in their projects (and they form none but such as are great and bold), their deliberations are speedy, and their execution the same. Whether they are successful or unfortunate, they turn every thing to their advantage; and never stop in their career, nor are discouraged. But you, who are opposed by such formidable enemies, are lulled asleep in a fatal tranquillity; and do not reflect that it is not sufficient for a man who desires to live at ease merely to forbear injuring others, he must also hinder any one from injuring him; and that justice consists, not only in forbearing to commit evil ourselves, but in avenging that done to us by others. Shall I be so free as to say it? Your integrity is of too antique a cast for the present state of affairs.

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. 1. Give (*a*) the gender of pelagus, dens, humus, bidens, Etesiæ, Alpes.

(*b*) the stems of caro, fel, sal, iecur, Ceres, poëma, Salamis.

2. What special and distinct meanings have the following words in the singular and in the plural?—carcer, opera, gratia, aqua, natalis.

II. 1. Write down the principal parts of concino, farcio, affligo, profligo, allicio, elicio, agnosco, ignosco, sancio.

2. Distinguish between cēdo and cĕdo; frētum and frĕtum; māne and mănĕ; populus and pŏpulus; oblītus and oblĭtus; rĕfert, rēfert, and rĕfertus.

III. Give, with the meanings, the roots of infestus, inclutus, prævaricari, iumentum, usurpare, sollemnis, iustitia, iustitium.

IV. Express in idiomatic Latin—7,000 sesterces—1,200,000 sesterces—three-quarters—6 per cent.—9 A.M. October 6th—the enemy fly in different directions—to be a revolutionist—to repeal a law—to propose a law.

V Write (1) notes on anything peculiar in the *grammar* of the following:—

(*a*) Iudice, quo nosti, populo.
(*b*) Quid agis, dulcissime rerum?
(*c*) Per ecastor scitus puer est natus Pamphilo.
(*d*) Panis ematur, olus, vini sextarius, adde
Quis humana sibi doleat natura negatis.
(*e*) Lævo suspensi loculos tabulasque lacerto.

2. *philological* notes on the following archaic forms that occur in your texts:—

(*a*) At tibi Di dignum factis exitium duint.
(*b*) Coactum egestate ingenium immutarier.
(*c*) Medeai miserias.
(*d*) Si furiosus escit.

VI. 1. Trace to their origin — ilico — petorrita — pessumdare —arcesso.

2. Connect the different uses of "*lustrum*," including the unusual one by Horace in your text.

3. What diminutives of the following words occur in your texts? — rex, equus, parvus ignis, contractio, dies.

4. What definitions does Cicero give of iracundia, voluntas, libido, invidentia?

VII. Explain the following:—captus est, habet; annona cara; res est in vado; quadrupedēm constringere; stilum vertere; ultra ducentesimum lapidem removeri; sumpto iustitio; ab ovo usque ad mala.

VIII Translate the following passages, adding notes on the italicised words or portions:—

1. Mille pedes in fronte, trecentos cippus in agrum
Hic dabat: *heredes monumentum ne sequeretur.*

2. Quia vetere senatus consulto quæstio in caput domini prohibebatur, callidus et novi iuris repertor Tiberius mancipari singulos actori publico iubet, scilicet ut in Libonem ex servis salvo senatus consulto quæreretur.

3. Audes
Deiicere e saxo cives aut *trudere Cadmo ?*

4. Regnum in provinciam redactum est, fructibusque eius levari posse centesimæ vectigal professus Cæsar ducentesimam in posterum statuit.

5. Ut quisque obvius, quamvis leviter audita in alios atque illi in plures cumulata gaudio transferunt.

6. *Solus est quem diligunt Di.*

7. Licet antestari ? Ego vero
Oppono auriculam.

8. Reperiebantur solo ac parietibus erutæ humanorum corporum reliquiæ, carmina et devotiones, et nomen Germanici plumbeis insculptum, semiusti cineres ac tabe obliti, aliaque maleficia quis creditur animas numinibus infernis sacrari.

9. Illud potentissimi regis anapæstum, qui laudat senem et fortunatum esse dicit, quod inglorius sit atque ignobilis ad supremum diem perventurus.

10. Cum tua *pervideas* oculis mala lippus inunctis,
Cur in amicorum vitiis tam cernis acutum
Quam aut aquila aut serpens *Epidaurius ?*

11. Artemisia illa, Mausoli, Cariæ regis, uxor, quæ nobile illud Halicarnassi fecit sepulcrum.

12. Tætra enim res est omni contentione velis, ut ita dicam, remisque fugienda.

IX. To what events in his own life does Horace allude in the First Book of Satires ?

X. Under what circumstances, political and domestic, did Cicero write "the Tusculan Disputations" ? To what previous works of his own does he refer in them ? Why is the book described as one of the most practical of his philosophical works ?

MONDAY, 23RD NOVEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English :—

1. MYSIS. PAMPHILVS. CHARINVS. DAVOS.

PA. Mysis, per omnis tibi adiuro deos, numquam eam me deserturum,
non, si capiundos mihi sciam esse inimicos omnis homines.
hanc mi expetivi, contigit : conveniunt mores : valeant
qui inter nos discidium volunt : hanc nisi mors mi adimet nemo.

CH. resipisco. PA. non Apollinis magis verum atque hoc responsumst.
si potuit fieri, ut ne pater per me stetisse credat,
quo minus hae fierent nuptiæ, volo. Sed si id non poterit,
id faciam, in proclivi quod est, per me stetisse ut credat.
quis videor ? CH. miser, æque atque ego. DA. consilium quæro. CH. forti's.

PA. scio quid conere. DA. hoc ego tibi profecto effectum reddam.
PA. iam hoc opus est. DA. quin iam habeo. CH. quid est? DA. huic, non tibi habeo, ne erres.
CH. sat habeo. PA. quid facies? cedo. DA. dies hic mi ut satis sit vereor
ad agendum: ne vacuom esse me nunc ad narrandum credas:
proinde hinc vos amolimini: nam mi inpedimento estis.

2. Nam mihi continuo maior quærenda foret res
Atque salutandi plures, ducendus et unus
Et comes alter, uti ne solus rusve peregreve
Exirem, plures calones atque caballi
Pascendi, ducenda petorrita. Nunc mihi curto
Ire licet mulo vel si libet usque Tarentum,
Mantica cui lumbos onere ulceret atque eques armos;
Obiciet nemo sordes mihi, quas tibi, Tilli,
Cum Tiburte via prætorem quinque sequuntur
Te pueri, lasanum portantes cœnophorumque,
Hoc ego commodius quam tu, præclare senator,
Milibus atque aliis vivo.

3. Hæc dum agit, ecce
Fuscus Aristius occurrit, mihi carus, et illum
Qui pulchre nosset. Consistimus. Unde venis? et
Quo tendis? rogat et respondet. Vellere cœpi
Et prensare manu lentissima bracchia, nutans,
Distorquens oculos, ut me eriperet. Male salsus
Ridens dissimulare; meum iecur urere bilis.
Certe nescio quid secreto velle loqui te
Aiebas mecum. Memini bene; sed meliore
Tempore dicam: hodie tricesima sabbata: vin tu
Curtis Iudæis oppedere? Nulla mihi, inquam,
Religio est. At mi; sum paulo infirmior, unus
Multorum. Ignosces; alias loquar. Huncine solem
Tam nigrum surrexe mihi!

4. Ecce,
Crispinus minimo me provocat: Accipe, si vis,
Accipiam tabulas; detur nobis locus, hora,
Custodes; videamus uter plus scribere possit.
Di bene fecerunt, inopis me quodque pusilli
Finxerunt animi, raro et perpauca loquentis.
At tu conclusas hircinis follibus auras,
Usque laborantes, dum ferrum molliat ignis,
Ut mavis, imitare. Beatus Fannius ultro
Delatis capsis et imagine, cum mea nemo
Scripta legat volgo recitare timentis ob hanc rem
Quod sunt quos genus hoc minime iuvat, utpote plures
Culpari dignos.

5. Neque tamen mitigatus Piso, et vix diei moram perpessus, linquit Germanicum prævenitque; et, postquam Syriam ac legiones

attigit, largitione, ambitu, infimos manipularium iuvando, cum veteres centuriones, severos tribunos demoveret locaque eorum clientibus suis vel deterrimo cuique attribueret, desidiam in castris, licentiam in urbibus, vagum ac lascivientem per agros militem sineret, eo usque corruptionis provectus est, ut sermone vulgi parens legionum haberetur. Nec Plancina se intra decora feminis tenebat, sed exercitio equitum, decursibus cohortium interesse, in Agrippinam, in Germanicum contumelias iacere, quibusdam etiam bonorum militum ad mala obsequia promptis, quod haud invito imperatore ea fieri occultus rumor incedebat.

6. Cyrenaicorum restat sententia: qui tum ægritudinem censent exsistere, si nec opinato quid evenerit. Est id quidem magnum, ut supra dixi. Etiam Chrysippo ita videri scio, quod provisum ante non sit, id ferire vehementius . . . . . Sed quum diligenter nec opinatorum naturam consideres, nihil aliud reperias, nisi omnia videri subita maiora: et quidem ob duas causas: primum quod, quanta sint quæ accidunt, considerandi spatium non datur: deinde quum videtur præcaveri potuisse, si provisum esset, quasi culpa contractum malum ægritudinem acriorem facit. quod ita esse dies declarat: quæ procedens ita mitigat, ut, iisdem malis manentibus, non modo leniatur ægritudo, sed in plerisque tollatur.

7. Quocirca mollis et enervata putanda est Peripateticorum ratio et oratio, qui perturbari animos necesse esse dicunt, sed adhibent modum quemdam, quem ultra progredi non oporteat. Modum tu adhibes vitio? an vitium nullum est, non parere rationi? an ratio parum præcipit, nec bonum illud esse, quod aut cupias ardenter aut adeptus efferas te insolenter? nec porro malum, quo aut oppressus iaceas aut, ne opprimare, mente vix constes? eaque omnia aut nimis tristia aut nimis læta errore fieri? qui si error stultis extenuetur die, ut, quum res eadem maneat, aliter ferant inveterata, aliter recentia: sapientes ne attingat quidem omnino. Etenim quis erit tandem modus iste?

(*Not from Text-Books.*)

8. Igitur, ubi animus ex multis miseriis atque periculis requievit, et mihi reliquam ætatem a republica procul habendam decrevi, non fuit consilium, socordia atque desidia bonum otium conterere; neque vero agrum colendo aut venando, servilibus officiis, intentum ætatem agere: sed, a quo incepto studio me ambitio mala detinuerat, eodem regressus, statui res gestas populi Romani carptim, ut quæque memoria digna videbantur, perscribere: eo magis, quod mihi a spe, metu, partibus reipublicæ, animus liber erat.

II. Translate into Latin:

Notwithstanding the fortunate dexterity with which he had eluded this danger, Cortes was so sensible of the precarious tenure by which he held his power that he despatched deputies to Spain, with a pompous account of the success of his arms, with further specimens of the productions of the country and with rich presents to the Emperor, as the earnest of future contributions

from his new conquests, requesting in recompense for all his services the approbation of his proceedings and that he might be entrusted with the government of these dominions which his conduct and the valour of his followers had added to the crown of Castile

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MONDAY, 23RD NOVEMBER, 10 A M. TO 1 P M

PERSIAN TEXT-BOOKS AND GRAMMAR

I 1 Give the purport of the following —

(a) با مجمع امکان و وجوبت نوشتند

مورد متعین نه شد إطلاق اعم را

بقدیر بیک ناقه نشاید دو محمل

سلمای حدوث تو و لیلاے قدم را

(q) آسمان گفت ندانم که حلول ارچه نکرد

صورتش بیشتر از صورت عالم امحل

زین سخن جوهر فعال بر آشفت و بگفت

کاي تنک بهره رفهم رصد علم و عمل

بیم آن بود ز خاصیت یکتائي او

که هیولی نه پذیرد صور مستقبل

(c) نه هشت عمرهٔ اسلام دشمنت که دو روز

محبت تو کام جمع با مسلماني

نرحمي نکند حسن بر دلم گوئي

که در زمانهٔ یوسف نبود زندانی

زیر عدل وي إمرور نک بها دارد

متاع نوشرواني و خاقاني

2 Explain fully the words and expressions. —

إمکان - وجوب - إطلاق اعم - حدوث - قدم - حلول - محل - جوهر فعال - رصد - هیولی - صورت - تقدیر *

3. Scan the last couplet and write out the last line with the diacritical signs, or transliterate it in English characters.

II. 1. Discuss the prosody of the following couplets and show how the apparently false lines may be read so as to save the metre :—

جم مرتبه خانخانان کز اثر نطق
چون گل همگي گوش کند جذر اصم را
درکارگه عدل تو از بس هنر آموخت
عدل تو بفرزندي برداشت ستم را

2. Explain the above couplets fully. Explain also the following couplet and show how the تاريخ is to be found.

روزیکه شمردند عدیلش ز محالات
تاریخ تولد بنوشتند عدم را

3. Who was the خانخانان referred to and what was his name. Give a short account of his life.

III. 1. Write in Persian an explanatory paraphrase of the following :—

عجوز بختم اگر زلف شان بیاراید
سفید گردد بعزم زلفین شاهدان تتار
جراحتم چو بخارد بعزم خاریدن
پلنگ ناخن گردد زمانهٔ خونخوار
کسے چگونه بسامان در آورد آن سر
که چون ز زانو برداشت کوفت بر دیوار
برنگ دائره در حصر جود او هردم
شود ملاقي آغاز انتهاي شماره
بصبح قاقم پوش و بشام اکسون باف
بصلح آب فشان و بجنگ آتش بار

2. Scan the first two couplets.

3. Parse the last couplet.

IV. 1. What is the meaning of ماند in the following :—

گر بیاد سخنم عود بر آتش ماند
حشر اموات شود بر طرف از نشر شمیم

Parse the word.

2. Give Persian synonyms for the following and their meanings in English :

دژم - هوم - کرنگ - تنگ - حرون - نشید - فرتوت - آز - انباز - زه - بوته - سبل - درست - دستنبو - شناه - پرند - خاد - گدیه *

3. Give the meanings of the following expressions :—

کوک کردن - طرح ریختن - علم انداختن - در فراز کردن - بساط چیدن - چهره گودیدن - دامن بر زدن - پا براه ماندن - سر بسر گزاشتن - آستین بشمع زدن - نفس شکستن - اشک چیدن *

V. Write an explanatory paraphrase of the following passages :—

1. گل از رشک رنگین چهره اش در غنچگي چندان خون خورده که نه بیني رسیده - و از ناف پیچ غیرت بوئے بر خود پیچیده که از غم بار دیگر غنچه گردیده *

2. از گلاب افشانیش بخت خفته نشاط بیدار و یک قطرهٔ عرق بهارش را هزار بهار عرق ریز سعي سر شار با خرمن خرمن گل خریدار *

3. زلف دود سلسله در سلسله اش مصرعي است بلند پیچیده که جز جگر سوختگان گرفتار کسے معني آن نه فهمیده *

4. پانش سبزه ایست بآب زمرد پرورش یافته و از زبردستي دست حسن سبزان هند بر تافته *

5. شخص بهرمندیم به تشریف قبول سرمدي رسیده و فرق اعیار بلباس تفاخر از گریبان چرخ اطلس کشیده *

6. سودائیان دیار عشق را از نا یافت متاع کس میاب وفا و جنس بجان ارزان و صالش بوکالہ بوکالہ جگر *

دیراست که قرة العین صدف نامند نار دریں نارار 7
آبرو گرو کرده و نقد صفا در گره بسته و از غم گره گشته و چشم
سفید کرده در آرزوی دستگیری رودازود غواص نشسته *

VI 1 Derive the following words —

آسمان - رنجور - شمشیر - گلزار - خزان - دبستان -
گلخن - کحکول - رخسار - خورشید - بومند - خدایگان -
نگونسار - عمگین - سنگین - گدیه *

2 What is the nominative of نگرفته and نگیرد in the following —

در انجمن جمال رویت
نگرفته ز آفتاب جا را
گر نقش جمال تو نگیرد
از سینه برون کنم صفا را

VII Point out the صنائع لفظي و معنوی in the following —

1 جام نافوت و مي لعل بهم نالانند
اثر نامیه چون لاله و داغش نمل
لب او خندد اگر چشم جهان گریند زار
دست او جنبد اگر دست جهان گردد شل

2 دلم چو رنگ زلیخا شکسته در خلوت
غمم چو نهمت یوسف دویده در نازار

3 رقص خندهٔ لطفش که کیمیا اثر است
نگاه صیحهٔ قهرش که هست صور آثار
حکیم شاخ گلے از حدیقهٔ احسان
بهشت هست خسے در شکنجهٔ عصار

VIII Write a sketch of عرفي and ظهوری and discuss their style of writing noting the peculiarities of each

IX. Explain the differences between قصيده - غزل - قطعه - رباعي Quote a قطعه and a رباعي if you remember any? Into what recognised parts is a قصيده divided? Mention some of the most noted writers of each.

MONDAY, 23RD NOVEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:

1. The greatest difficulty of the undertaking lay in conveying across the desert a sufficient body of troops to carry on a successful war in the oasis Lazaroof spent the whole of the spring and summer in endeavouring to accomplish this portion of the task, Mr. O'Donovan all the time remaining at the Russian camp. At the outset the Russian commander made the fatal error of landing his troops on the desert coast in advance of his supplies, with the result that as fast as he deposited the latter they were consumed, and he was unable to accumulate a sufficient stock to allow an advance to be made, while striving to overcome this difficulty sickness broke out among the troops, and in the end, at the close of summer, an advance could only be made with 4,000 out of 25,000 men.

2 After his conversion, Asoka became a zealous Buddhist. He founded monasteries and built hospitals at his own expense, and published edicts throughout his empire, enjoining on all his subjects the observance of the Buddhist doctrines; obedience to parents, kindness to children, mercy to inferior animals, suppression of anger, passion and cruelty and the exercise of generosity, toleration and charity. He planted fruit trees by the road side, dug wells and did other useful things for the benefit of those who were entrusted to his care. So his kingdom became a mighty one and his empire prosperous.

II. Translate into English:

1. چون ياقوت گوهر در كنار لعل لب لعلش بگوهر افشاني پرداخته نرخ گوهر جان را كه بها ندارد از بهاي گوهر اشك بيدلان ارزان تر ساخته. گاه عرض تجمل حسن و حسن تجمل چون در دكان رعنائي باز كرده پس از نمودن گوهر آبدار بخندهٔ دندان نماي صفاي گوهر دندان آشكار ساخته با خريدار شيوهٔ بزازي آغاز كرده - اگر از شيرين كاريش چاشني حلاوت و حلاوت چاشني رباید - عبوس زهد سوكه جبينان ترش رو در چشم رندان

شیرین نماید - از انفعال عرق بهارش عرق از چهرهٔ بهار در چکیدن - و با گل رنگین طبع اش گل چهرهٔ بخون شستهٔ خجالت چهره گردیدن - شفتالوي کاردي و آردئ اورا هرکه بجان مشتاق گردیده استخوانش در زیر بار غم آرد گشته و کارد باستخوانش رسیده *

2 خدمتگار سر خدمتي از کم خدمتي شرمسار - خاکسار نقد روان هدیهٔ گرد خجالت بر عذار - عمري بسر آمده که کحل الجواهر بینائي بعبار مقدم شریف یکسر مژگان دیدهٔ طوفان دیده را روشنائي نه بخشیده - وازین چشم زخم که از فلک ناتوان بین باو رسیده یک صفاهان سرمهٔ زیان کشیده *

3. اقبال کرم مي گزد ارباب همم را
همت بخورد نیشتر لا و نعم را
تا مجمع امکان و وجوبت نه بر شتند
مورد متعین نشد اطلاق اعم را
جم مرتبه خاتمخان کز اثر نطق
چون گل همگي گوش کند جذر اصم را
گنجینهٔ احسانش نکمایه نگردد
گر تا ابد انعام دهد صفر رقم را
بسکه دست رحمت آرایش بر چهره کرد
عشق مي ورزد بحسن یاس و آمید اشتباه
زمانه مرد مصاف است و من زساده دلي
کنم بجوش تدبیر و هم دفع مضار
سایهٔ من همچو من در ملک هستي امتنت
سایهٔ تو در عدم پیغمبر همتاي من
شعاع دیدهٔ آنکس که روي خصم تو دید
کند بآیینهٔ آفتاب زنگاري

4. از اتفاقات برجي بر سر برج حکم والا احداث یافته بود

آنحضرت بعد از وصول باردوي سپهر كوكبه باسطوت بهرامي وصولت ضرغامي براى تفرج از اردو بآن برج بلند اساس بر آمده بوجود صلابت نمود آنرا نمونهٔ برج اسد ساخته بودند - مقرن آن افاعد نيز از ميان بهر با فتيلهاي سوزان مانند خيل نجوم ار رود كهكشان ظاهر شده جمعي از ايشان احاطهٔ برج كرده آغاز خيرگي كردند *

5 (۱) برادر بزرگ شما خوش احوال است يا تنك حوصله (۲) زبانت را خود گير كه امروز قدرى سر دماغ ام (۳) او خيلي نمبل است و هميشه كش و قوس ميكند (۴) يك نكهٔ دو سالهٔ يا چهار بارهٔ ردم *

6. ز عيش رفت بباد آنچه بود در گوهم
چو گل شگفتگئ دل خراب كرد مرا
نه بين بر آئينه سيماب تا شود روشن
كه مي كشد غم ديدار بيقراران را
ارباب نظر رخصت گفتار ندارند
مانع ز همين وجه بود سرمه صدا را
كاهلي درکار خود مجنون چرا كرد اينقدر
مردن عاشق بآهي يا نگاهي بيش نيست

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

URDU: TEXT-BOOKS AND GRAMMAR.

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1. 1 اردو نثر كي تصنيف كا سن كيا هى ؟ نظم اردو كي ولادت كب هوي اور كس بادشاه كے عهد مين ؟ اردو كي ابتدائي تصنيفين نظم سے شروع هوئين يا نثر سے ؟

2. اردو كے تصانيف ابتدائي كے نام لو - كس نے پهلے قواعد اردو تصنيف كي ؟ صرف و نحو مين فارسي نے هندي

پر کیا کیا اثر کیا ؟ پرچ بھاشا پر عربي اور فارسي زبانون نے کیا کیا اثر کئے ؟

II الفاظ و فقرات کے معنے سلیس ہندوستاني میں تحریر کرو :—

گیدڑ بھپکي - نرسول - چھاتا - موهن بھوگ - سرگوشي - سبع سیارہ - چکمہ کھانا - ماني - چھکے چھوٹ جانا - میناے میناکی ڈاک - قطبان - سہم جانا - ار ما است کہ بر ما است - کس کے ہاتھہ کھیت رہتا ہي کون کھیت رہتا ہي - بھدے پر بدقوارے - اُنکي رائي دہائي نزدیک و دوُر ہو گئي - داہان ہاتھہ ساکھو کا ڈالا اور دہڑا برگد کا ٹھہا - درج دہان کے در دندان - دا مردون کي داڑھي بچي - جامۂ عریاني جسم پر چست کر لیا - داندا کلکل - کاٹي جلي - چلمنري - کوترکا وہ ڈہنگ کہ سب کہتے تھے بچا ہي *

III اِس نظم و نثر کا مطلب سلیس عبارت میں رقم ہو :—

۱ نقش فریادي ہي کسکي شوخي تحریر کا
کاغذي ہي پیرہن ہر پیکر تصویر کا
دریاي معاصي تنگ آبي سے ہوا خشک
میرا سر دامن بھی ابھي تر نہوا تھا
شوق ہر رنگ رقیب سرو ساماں نکلا
قیس تصویر کے پردے میں بھي عریاں نکلا
رو میں ہي رخش عمر کہاں دیکھئے تھمے
نے ہاتھہ باگ پر ہي نہ پا ہي رکاب میں
گو واں نہیں پہ واں کي نکالي ہوئي تو ہیں
کعبہ سے ان بتوں کو بھي نسبت ہي دور کي

۲ ورائي دل روح در آزار آوارۂ وادي درد روان و روان دار آہ دلدوز آب زرد روزي روزہ روز- کل مردم کو اکل ماکول حرام ہوا - وہ الم ہوا کہ وہ ماہ محرم الحرام ہوا - گلکدۂ سرور کا الم گل کھلا - اوس دوحۂ ارم کو الم کا گل کھلا *

1. عبارت ما سبق کس صنعت مین لکھي گئي ہي ؟
2. پہلي بیت مین خدا کا حمد کسطرح ثابت ہو گا ؟
3. پانچوین بیت کي ترکیب کرو *

IV. میاںجي صاحب آپکو یہ جملۂ فعلیہ کیونکر ثابت ہوا کہ خبر پر آپ ایسا کلام انشا کرتے ہین ؟ آپ نے اپني آنکھہ سے دیکھا ہي ؟ جو تعذیر دینے کا ارادہ ہي - یہہ تصور آپ کا محض باطل ہي تصدیق اسکي بہت مشکل ہي - یہہ جو آپ نے سوچا ہي اوس شکل کا نتیجہ برا ہي *

1. بالا مذکور نثر کا مضمون سلیس عبارت مین باختصار رقم کرو *
2. جن لفظون پر لکیرین ہین اُنکي تعریف کرو - مثال بھي دو *

V. اِس نظم سے کیا سن نکلتا ہي ؟

دست بیداد اجل سے بے سر و پا ہو گئے
فقرو دین - فضل و ہنر - لطف و کرم - علم و عمل
لکھا نادر یہہ تذکرہ - نادر
اب یہہ حاسد کو چاہئے غم سے
قلب رنجور - رانعا ! زخمي
دگنا اور تگنا چوگنا کر لے

VI. 1. تمہاري درسي کتاب کا نام جو سروش سخن ہوا اِس نام مین کیا خوبي ہي ؟ اور یہہ کس قسم کي ترکیب ہي ؟
2. بتلاؤ کہ اصطلاح اور محاورہ مین - ردیف اور قافیہ مین کیا فرق ہي ؟
3. گھوڑے کے عیوب اور بیماریون کے نام لکھو جن کا ذکر فسانۂ عجائب مین ہي - انکے معنے بھي تحریر کرو *
4. دنیا کي مذمت مین ناسخ کے اشعار لکھو *

VII. سوالات ذیل سے کسي دو کے جواب لکھو*

1. درج بها شا کي زبان کے چند الفاظ لکھو جو اردو مین استعمال کئے گئے ہین*

2. چند اردو الفاظ بتاؤ جو اطالي - انگریزي - پرتگالي - لاطني اور فرنچ زبان سے اخذ کئے گئے ہین*

3 چندر - چورن - فیلسوف - خصم - خیرات - دگدہ - طوفان - دستوري - رومال - اخلاص - فلاح - خاطر - کس زبان کے الفاظ ہین ؟ اونکے اصلي معنے کیا ہین ؟ اور اردو مین کن معنون سے مستعمل ہوتے ہین ؟

4. غالب کا نام - قدیم تخلص - سن وفات اور مذہب کیا تھا - کب اور کسلئے انہون نے اپنے قدیم تخلص کو بدلا یا اور اونکے اردو اور فارسي تصانیف کے نام کیا ہین ؟

VIII کونسا فعل ہمیشہ معروف ہي ہوگا ؟

1 فعل جعلي کے اقسام - تعریف اور امثال لکھو*

2. جو الفاظ سواے ضمائر کے بجاے واحد متکلم و حاضر آتے ہین اونکا فعل کسطرح چاہئے ؟

3. اردو مین متعدي سے مفعول ہوتا ہي کہ نہین ؟ اگر نہین تو اسکي دلیل تحریر کرو*

4 معرفہ اور نکرہ کا دوسرا نام کیا ہي ؟

IX. 1 مرکب غیر وضعي ماضئ متعدي کي کونسي صورت مین نے کا استعمال جائز ہي ؟ اور کونسي صورت مین ممنوع ؟

2 کل حروف تہجي کي تذکیر و تانیث دکھلاؤ اور اسماي ذیل کي تذکیر و تانیث معہ قاعدہ بیان کرو*

فاخته - نوشج - ندا - بحث - بوستان - چلن - شمع - تصرف - استعداد - کفکیر - وادي - گلاس*

3. کونسے اسما مشترکات دیگر اسما جملے کا جزء ہوتے ہین ؟

4. کونسے افعال خبر کے محتاج ہین ؟

5. مبتدا و خبر کسطرح کے اسما ہوتے ہین ؟ اگر دونون
ایک ہي قسم کے ہون تو اُنکي ترکیب کسطرح ہوگي ؟
X. 1. اگر تین ساکن مصرعہ کے بیچ مین جمع ہون تو
تقطیع مین کسطرح محسوب ہونگے ؟ •
2. سبب - وتد - فاصلہ کے اقسام کیا ہین ؟
3. انکي تعریف کیا ہي ؟
جملۂ انشائیہ - استعارہ - مجاز - سجع متوازي - تجنیس
مرکب - متلون - مدور - مثلث - محتمل الضدین - تشبیب -
مخلص (گریز) قافیۂ شایگان *

MONDAY, 23RD NOVEMBER, 2 TO 5 P.M.

URDU: TRANSLATION.

I. Translate into Urdu:

"Not recognizing the truth that the function of books is supplementary—that they form an indirect means to knowledge when direct means fail—a means of seeing through other men what you cannot see for yourself; teachers are eager to give second-hand facts in place of first-hand facts. Not perceiving the enormous value of that spontaneous education which goes on in early years—not perceiving that a child's restless observation, instead of being ignored or checked, should be diligently ministered to, and made as accurate and complete as possible; they insist on occupying its eyes and thoughts with things that are, for the time being, incomprehensible and repugnant. Possessed by a superstition which worships the symbols of knowledge instead of knowledge itself, they do not see that only when his acquaintance with the objects and processes of the household, the streets, and the fields, is becoming tolerably exhaustive—only then should a child be introduced to the new sources of information which books supply: the words contained in books can be rightly interpreted into ideas, only in proportion to the antecedent experience of things."

"If a boy learnt Greek and Latin on the same principle on which a mere child learns with such ease and rapidity and modern language, namely, by acquiring some familiarity with the vocabulary by practice and repetition, before being troubled with grammatical rules—those rules being acquired with tenfold greater facility when the cases to which they apply are already familiar to the mind; an average school-boy, long before the age at which schooling terminates, would be able to read fluently and with intelligent interest

any ordinary Latin and Greek author in prose or verse, would have a competent knowledge of the grammatical structure of both languages, and have had time besides for an ample amount of scientific instruction. I might go much further; but I am as unwilling to speak out all that I think practicable in this matter, as George Stephenson was about railways, when "he calculated the average speed of a train at ten miles an hour, because if he had estimated it higher, the practical men would have turned a deaf ear to him."

II. Translate into English:

1. بزاز پیشہ والیان نصد تکلف فرش اطلس پر انواع انواع طرح کے تھان جامداني کامداني حریر و کتان لئے ہوے اپنا اپنا بناو کئے ہوے بیٹھي ہین - اون کا دیدار گویا نین سکھ ہي - آنکھین سکھ پاتي ہین راحتین ہاتھ آتي ہین - کہین ریل کہین ڈوریا کہین بک ہي - اون پھول سے رخسارون پر بلبل چشم حیران ہي - تافتہ حواس باختہ ہي - دل ہرکس و ناکس پریشان ہي ٭ تیر مژگان جگرکے پار ہونے کو لیس ہین - چہرے پر بکھرے ہوے کیس ہین - تیغ ابرو نگاہ جادو قتل عشاق کے سب سامان دریس ہین - آنکھین ایسي کہ جنکے تصور مین کمخواب آئے ہو تن زیب لئے بیٹھي ہین - جسم کي صفائي پر نظر کف افسوس ململ رہجائے - دست رنگین اطلس سرخ کا ایک نمونہ ہي - بازار حسن کا ہرگھڑي حسن دونا ہي *

2. قصہ کوتاہ وہ مہینا بھي تمام ہوا - اور اتنے دنون مین شعلۂ محبت مجمر سینے سے پھڑکنے لگا - حال طشت از بام افتادہ ہوا - جوان نے عرض کي کل لعل اوگلونگا - پیر صبح کو سر دربار روبروي حضار لعل بے بہا درج دہان سے نکالا - سب کو حیرت شہزادے کو فرحت و مسرت حاصل ہوي - چند عرصے مین مقرب بارگاہ سلطاني مورد عنایات جہانباني ہوا - آخر کار بمشورۂ ملازمان قدیم و تحریک حکما و ندیم بادشاہ نے اس گوہر مسلم سلک تاجداري کو رشتۂ عقد اوس لعل بے بہا سے منعقد کیا *

3. شمار سبحہ مرغوب بت مشکل پسند آیا
تماشاي بیک کف بردن صد دل پسند آیا
بہ فیض بیدلي نومیدي جاوید آسان ہي
کشائش کو ہمارا عقدۂ مشکل پسند آیا
ہواي سبز گل آئینۂ بے مہرئ قاتل
کہ انداز بخون غلطیدن قاتل پسند آیا

4. نوید امن ہي بیداد دوست جان کے لئے
رہي نہ طرز ستم کوئي آسمان کے لئے
بلا سے گر مژۂ یار تشنۂ خون ہي
رکھون کچھ اپني بھي مژگان خونفشان کے لئے
وہ زندہ ہم ہین کہ ہین روشناس خلق اي خضر
نہ تم کہ چور بنے عمر جاودان کے لئے
فلک نہ دور رکھ اس سے مجھے کہ مین ہي نہین
دراز دستئ قاتل کے امتحان کے لئے

5. اتنے بگڑے ہین وہ مجھ سے کہ اگر نام اونکا
لکھتا کاغذ پہ ہون تو حرف بگڑ جاتے ہین
تاب دندان نہ دکھا بزم مین تو ہنس ہنسکر
کوئي کہا جائے جو ہیرے کي کتي خوب نہین
پھوتا ہي سیل حوادث سے کہین مردون کا منہ
شیر سیدہا تیرتا ہي وقت رفتن آب مین

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOK AND GRAMMAR.

I. 1. (a) கண்ணப்பநாயனார் இயற்பெயர் யாது?

(b) இவருக்குக் காளத்திக் கண்ணப்பனெனும் பெயர் எப்படி வந்தது?

(c) இவர் சரித்திரத்தை ஒரு பக்கத்தின் மேற்படாமற் சுருக்கி எழுதுக.

2. (a) பிள்ளைப்பெருமாளையங்காரின் மறுநாமமென்ன ?

(b) அந்தப் பெயர்வரும் அடிகளில் ஒன்று எழுதுக.

II. 1. "அவையறிதல்" என்னும் அதிகாரத்தால் நமக்குண்டாகும் படிப்பனையாது ?

2. (a) குகனுடைய விசேஷ இலக்ஷணமென்ன ?

(b) குகனைப்பார்த்து இவன் யாவனென்று கௌசலை வினவியபோது பரதாழ்வார் கொடுத்த விடையையும் அதற்குத் தேவி வியந்துசொன்ன வார்த்தையினையும் எழுதுக.

III. "இங்கிவர்க ளிவ்வா றிருந்தினிது வாழச்
சங்குதரு நீணிதியஞ் சாலவுடை நாய்கன்
பொங்குதிரை மீதுபொரு மால்களிறு போனமோர்
வங்கமொடு போகிநிதி வந்துதர லுற்றான்."

1. இவர்களென்றது யாரை ? வாழ என்னகாலம் ? ஏன் ?

2. இரண்டாம் அடிக்கு உரையாசிரியரினின்றும் வேறுபட்ட அர்த்தமெழுதி அவருரையே சிறந்ததென்பதற்கு நியாயமும் சொல்லுக.

3. மூன்றும் அடியிலுள்ள சிறப்புக்களைக் காட்டுக.

4. போன்ற வங்கமொடு எனப்பாடமாயின் அதில் என்ன சிறப்பு உண்டாகும் ?

5. போன்றோர் வினையாலணையும் பெயராயின் யாரைக்குறிக்கும் ?

6. வங்கங்களெனப் பன்மையிற் பொருள் கொள்ளலாமா ?

7. ஓடு என்னபொருளில் வந்தது ?

8. வங்கத்தின் பரியாயப்பெயர் நான்கு கூறி அவற்றிற்குச் சிந்தாமணியிலும் இராமாயணத்திலும் இலக்கியங் காட்டுக.

IV. பின்வரும் வாக்கியங்களின் அர்த்தமென்ன ?

(a) "அம்மிமிதந் தாழ்ந்துசுனை வீழ்ந்ததறஞ் சால்கு."

(b) "வீரர்-தாங்கல்கட னுகுந்தலை சாய்ககவரு தீச்சொல்-நீங்கன்மட வார்கள்கடன்."

(c) "அதர்ப்-பின்று வாய்கொலாம்."

(d) "அக்குரோணிகள்-மூன்றுபத்தாயிரத் திரட்டிமுற்றுமே."

(e) "வில்லுழவின் பெருமுயற்சி."

(f) "அகாயின் சரணத் துரியாடையின் மீது."

(g) "மாறுநீர்வையக்கணி."

(*h*) "நாடல்ல நாட வளந்தரு நாடு."

(*i*) "கறைக்களத்தின்-நீற்றுச் சிவந்தெழும்."

(*j*) "மேருக்கணகண மாத்தலைநாளில் விநோதிப்ப ரோ."

V. 1. மேல்வினாவிலுள்ள *a* இல் "யானைக்கு நீத்து முயற்குநிலை" என்றாற்போல மொழிமாற்றுப்பொருள்கொள்ளலாமா?

2. (*b*) என்ன பொருள்கோள்? அதற்கு நன்னூற் சூத்திர மென்ன?

3. (*d*) இல் ஆயிரத்திரட்டியில் மூன்றுபத்து முற்றுமெனக்கொண்டு, உ0ரூ0 எனப்பொருள் கூறின் வரும் விரோதமென்ன?

4. உழவு *e* இல் உள்ள பொருளில் வருதற்கு வேறு உதாரணங் காட்டுக.

5. (*g*) இல் மாறு நீரா மாறு அணியா? மாறு நீரொன் புழி நின்றுபயனின்மை என்னுங் குற்றம் வராமைக்கு நன்னூற் சூத்திரஞ் சொல்லுக.

6. வையக்கு என்னும் புணர்ச்சிக்கு வேறு இலக்கியங் காட்டுக.

7. (*j*) இல் விநோதிப்பனென்பதன் பகுதி யாது? என்ன அடியாற் பிறந்தது?

VI. கீழ்வருஞ் செய்யுள்களுக்குப் பொழிப்புரை எழுதுக:

"குறுத்தாட்குயிற்சேவல் கொழுங்காஞ்சித்தாதாடி
வெறுத்தாங்கேமடப்பெடைவிழைவகன்றுநடப்பதனை
மறுத்தாங்கேசிறகுளர்ந்துமகிழ்வானுக்கொளத்தேற்றி
யுறுப்பினாலடிபணியவிறுத்தந்ததிளவேனில்."

"நந்த நந்த வனங்களி னுண்மலர்
கந்த முந்திய கற்பகக் காவினின்
றந்தர் வந்தென வந்திதன் கைதர
மந்த மந்த மணந்தது வாடையே."

"மூற்றூற்றி மூற்றி யவரையும் பற்றூற்றிப்
பற்றியார் வெல்வ தரண்."

VII. 1. (*a*) இம்மூன்றில் முதனிற்பது என்ன செய்யுள்?
(*b*) அதன் அடிகளைச் சீர்பிரிக்க.

2. ஈற்றினிற்பதன் முதலடியை "மூற்றூற்றி மூற்றி யவரையும்பற் றூற்றி" எனச் சீரலகிடலாமா?

VIII. பின்வருங் கவிகளுக்குக் குறிப்புரை (annotation) எழுதுக:—

"பான்மையிற் சமைத்துக்கொண்டு படைக்கலம்வினைஞ
ரோந்தத்
தேனலர் கொன்றையார்தந் திருச்சிலைச் செம்பொன்
மேரு
வானது கடலினஞ்ச மாக்கிட வவர்க்கே பின்னுங்
கானஆனமுதமாக்குஞ் சிலையினைக்காப்புச்சேர்த்தார்."

"நறைத்துளவம்புனை நம்பெருமாள்விற ஞஞ்சொல்வ
தோ
மறைப்பரிபூட்டிய மாநிலத்தேரில்லை வானெயிற்றின்
கறைப்பணிநாணுடை மேருவில்லில்லைக் கடும்பவனச்
சிறைத்தழலம்பில்லை யொன்னாறுபுரஞ் செற்றதற்
கே."

IX. அடியிலுள்ளவற்றின் வழுக்களைத் திருத்துக :—

"தறியின் வயிறிற் றகுவனெஞ்சுஞ் சரபத்துடலும்."
"மாயிறு ஞாயிறு பாரதப்போரின் மறைய."
"வலைப்பால் விடம்பிணைக் கண்ணியர்."
"கய்களில் கண்மலர் புடைத்து***அரற்றினாரோ."
"நீய்வரங்கொளத் தவிர்தனீர்மையோ."
"ஆயிரமிராமர்நின்கே ளாவரோதெரியிலம்மா."

X. 1. ஆயிடை, கூயினன்; இவற்றில் யகரத்தோற்றத்திற்கு விதியாது?

2. எவ்விடம் என்பதில் வகரம் வந்ததற்கு விதி என்ன?

3. திணைபால்வழுவமைதிக்கு நன்னூற் சூத்திரஞ் சொல்லி, நீவிர் படித்த நூல்களிலிருந்து அதற்கு ஒருதாரணங் காட்டுக.

4. கொண்டுகூட்டுக்கும் மொழிமாற்றுக்கும் பேதமென்ன?

MONDAY, 23RD NOVEMBER, 2 TO 4 P.M.

TAMIL: TRANSLATION.

I. Translate into Tamil:—(See Urdu Translation paper, page clxxi.]

II. Translate into English the following stanzas:—

1. அரக்குநீ ரெறியப்பட்ட வஞ்சனக் குன்றமன்ன
திருக்கிளரோடைசூழ்ந்த செம்புகர்நெற்றித்தாகி
யுருக்கியூனுண்ணும் வேகத் துறுபுலி யனையதாக
மருக்கனோர் குன்றஞ் சேர்ந்தாங் கண்ணரு னேறி
னனே.

2. சுற்றத்தார்தேவரொடுந் தொழநின்றகோசலையைத்
தொழுது நோக்கி
வெற்றித்தார்க் குரிசிலிவ ராரொன்று குகன்வினவ
வேந்தர்வைகு
முற்றத்தான் முதற்றேவி மூன்றுலக மீன்றானை
முன்னீன்றானைப்
பெற்றத்தாற் பெறுஞ்செல்வம் யான்பிறத்த லாற்
றுறந்த பெரியாளென்றான்.

3. என்செய்தாற் றீருமோதா னெம்பிரான் றிறத்துத்
தீங்கு
முன்செய்தார் தம்மைக்காணேன் மொய்கழல்
வேடரென்று
மின்செய்வார் பகழிப்புண்க டீர்க்குமெய்ம் மருந்
துநாடிப்
பொன்செய்தாழ் வனாயிற்கொண்டு வருவனனெ
ன்று போனார்.

4. கற்றாருட் கற்றா ரெனப்படுவர் கற்றார்முற்
கற்ற செலச்சொல்லு வார்.

III. Translate the following:—

1. தனக்கான ஒரு தொழிலைச் செய்து முடிக்க அய லாரிடம் வேண்டிய கருவிகளை இரவல் வாங்கினவன். அவர் திரும்ப வாங்கிக்கொள்ளு முன்னர்த் தான் கருதியதைச் செய்து முடிக்கவேண்டும்.

2. பெற்றதைச் சிறிதாக்கிப் பெருததின்மேல் இச்சையைப் பெருக்குவது உயிர்களுக்கியற்கை.

3. என் கையில் வில்லில்லாதது கண்டு இம்மாற்ற முரைக்கின்றாய். இருந்தால் என் ஆண்மை உனக்குணர்த் துவன்.

4. நீ கடவுள் அருள் பெற்றாற்போலப் பேசுகின்றனை.

5. இந்தியா தேசம் உலகம் தொக்கதுபோலும்.

6. ஆயுதமெடுத்துக்கொண்டு யுத்தகளத்திற் செல்லா நின்ற வீரன் சத்துருக்களைச் செயங்கொள்ளாவிடத்தும் அவர்களோடு போர்புரிந்து அந்த ரணகளத்தில் மடிந்து போதலேயன்றிப் பயந்து முதுகுகொடுக்க நினையான்.

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. వసుచరిత్ర మొదటఁ గృష్ణరాయాంకిత మనియుఁ బడపడి యొక్క కారణమునుబట్టి కృతిపతి మాఱె ననియు దీని నభలోఁ జదువు

నపుడు రామకృష్ణుఁడు చేసినయాక్షేపములు వాడుకలో నుంటయే నిదర్శనమనియుఁ జెప్పుదురు. మీ యభిప్రాయమును సహేతుకముగ వ్రాయునది.

2. హరివంశమును దెనుఁగున వ్రాసినమఱియొకకవి యెవరు? ఇతనికిని ఎఱ్ఱనకును గలనామాంతరములుగాని బిరుదు పేళ్లుగాని వ్రాసి అవి కలుగుటకుఁ గారణములు చెప్పునది

3. 'పాండురంగవిభునిపదగుంభనంబును కాకమానురాయ నీకుఁ దగుర'—పాండురంగవిభుఁడు, కాకమానురాయఁడు, ఎవరో తెలిపి పాండురంగవిభునిపదగుంభనవిషయమై మీయభిప్రాయమును స్థిరము చేయుటకుఁ గొన్ని పద్యముల నుదాహరణములుగ సూచించునది.

II. ఈక్రిందిపద్యములలో మొదటి రెంటికిఁ దత్సమపదములు లేకుండునటుల దండాన్వయము వ్రాయునది. మూడవదానికి భావము స్పష్టముగఁ దెలియఁబఱుచునది.

1. మాతృకఠోరకంఠబిలమార్గగళద్రుధిరారుణాననం
బై తళుకొత్తుదోఃపరశుహంసికి మేఁత యొసంగ వేరిపు
క్షాతలనాథ మేచకకచాగళహారమృణాళనాళసం
ఘాతము నూతనైణమదకర్దమవర్ధనసంప్రభూతముఁ.

2. ఓలోలాంబక యోలయోల యన నోలోలంచు మేలంబునఁ
లోలంబాలక యోర్తు గ్రుంకి బినవల్లు ల్దున్ని తూటాడి కెం
గెలం బట్టి తటాలున న్నెగసె నక్షీణాంబునాథాంబుజా
క్షీలోకంబు జయించి వారలయశశ్శ్రీఁ దెచ్చుచందంబునఁ.

3. నీధాటీవిచలద్బలోద్భటభటానీకోదయద్భీతిచే
బాధాహేతువనోగ్రజంతుభయముం బాటింప కాత్మఁ రిపు
క్షాధీశాంగన లద్రికందరల వెల్గంచు న్భుజంగస్ఫుటా
సాధ్వ్యన్మణిపత్త్రిఁ గప్పుదురు దోశ్శక్తి న్నృసింహాధిపా.

(a) మొదటి పద్యమున నిముడి యున్నయితిహాసములఁ దెలిపి, యందలి 'కఠోర' 'హంసికిఁ' అను పదముల ప్రయోగమునుగుఱించి మీ యభిప్రాయమును, 'దోఃపరశు' అనుచోఁ గలవిసర్గముసకుం బేరును, 'నూతనైణమద' అనుదానియందలిసంధియు, విశదీకరించునది.

(b) రెండవపద్యమున 'లోలంబాలక' యనుదానికి 'రోలంబాలక' యని పాఠాంతరము గలదని కొందఱిమతము. ఛందోవ్యాకరణశాస్త్రములయందు సాధకబాధకములఁ జూపుచు యుక్తమగుదాని నిర్ధారణ చేయునది. 'అంబుసాథాంబుజాక్షీలోకంబు' న ముఖ్యురాలఁ బేర్కొనునది.

(c) మూడవపద్య మే 'రీతి' ని వ్రాయంబడి యున్నది? తది తరరీతులెవ్వి! ఈ పద్యము ఏ యలంకారమున కుదాహరణముగఁ జెప్పఁబడి యున్నది? ఇందు మఱి యేయలంకారము నున్నది? దోశ్శక్తిఁ-ఈశబ్దప్రయోగవిషయమై మీకుఁదోఁచినది సహేతుకముగఁ దెల్పునది.

III. 1. పికస్వరంబు పంచమ మనుటకు వసుచరిత్రయందుఁ గారణ మేమిగ వర్ణింపఁబడి యున్నది!

2. అభిజిదాదికము లెవ్వి? వీనియందుఁ బితృపూజనమువలని ఫలము లెవ్విగ హరివంశమునఁ జెప్పఁబడ్డవి?

3. షడ్ఋతువులకు యుక్తాహారములుగ పాండురంగమాహాత్మ్యమున నెవ్వి చెప్పఁబడియె?

4. "అప్పరమేశ్వరికిఁ గృత్రిమపుత్రుం డగుశుక్రుండు"—పరమేశ్వరికి శుక్రుం డెట్లు కృత్రిమ పుత్రుండు?

5. ముప్పదిరెండక్షరములమంత్ర మెయ్యది? పాండురంగమాహాత్మ్యమునఁ జెప్పఁబడ్డవి యిఁకరెండు విశదీకరించునది.

6. 'జ్ఞాతిశ్చేదనలేనకిమ్'—ఇది ఏసందర్భమునఁ జెప్పఁబడియె? ఈతాత్పర్యముగల మఱి యొక లోకోక్తిఁ దెల్పునది.

IV. 1. (a) 'ఆదికపిఁ వృషాకపిఁ'. (b) 'మేలిమి రెండవపాదము నాలవపాదము నొక్కయనుపునఁ దనరఁ'. (c) 'మెత్తగ నూఱి నజుట్టుం-గత్తియు'. వీనియం దేమైనదోషము లుండిన వానిఁ దెల్పునది.

2. కావ్యగుణముల నాల్గింటిం బేర్కొని వానికి లక్ష్యములు నరసభూపాలీయములోనివి గాక మీ రీపరీక్షకుఁ జదివిన మిగిలిన మూడు గ్రంథములలో నెద్దానినుండియైన వ్రాయునది. అన్నియు నొకగ్రంథములోన యుండ నక్కఱలేదు.

3. (a) కార్యకారణరూపకాతిశయోక్తి. (b) ద్రవ్యాభావస్వ

రూపోత్ప్రేక్ష. (c) ప్రాగారోపాపహ్నవము (d) శ్లిష్టమాలాపరంపరితరూపకము. (e) బింబప్రతిబింబోపమ. (f) సమాసగతపూర్ణశ్రౌతి.—వీనిలక్ష్యములు సూచించి లక్షణసమన్వయము చేయునది.

V. మోహాపదేశతమోముద్రితములైనకనుదమ్ములహిమాంబులునుపరాదు.

శీర్యదాశావృంతశిథిలితాసులతాంత మసియాడవీవనల్విసరరాదు
పటుతాపపుటపాకపరిహీణతనుహేమమింకఁబల్లవపుటార్చిడఁగరాదు.

పైపాదములుగల పద్యమునుగుఱించి జనులు ఏమివాడుకొనుచున్నారు? ఈ పాదములలో ఏ కార్యములు కూడవని చెప్పఁబడ్డవి?—అవియేల అట్లు చెప్పఁబడ్డవో యావిషయము విశదీకరించునది.

VI. 1. 'తద్భవములనందును నలఘురేఫము కలదు'.—ఈ వ్యాకరణసూత్రవిషయమై యుక్తాయుక్తములకుఁ గారణములు చూపుచు మీయభిప్రాయములను దెలుపవలయు.

2. ద్వంద్వసమాసము ఎట్టిచోట్ల ఏకవచనాంతం బగు? ఉదాహరణములు వ్రాయ నగు.

3. పాండురంగమాహాత్మ్యమునందుఁ బ్రయోగింపఁబడినదేశ్యపదములలో నసాధారణము లని మీకుఁ దోఁచినవాని నెనిమిదింటిని వ్రాసి వానికిఁ దగినతత్సమప్రతిపదములు చెప్పునది. వర్ణవిపర్యయ మన నేమి?

VII. 1. హరివంశమునఁ జెప్పఁబడి యుండెడి పిపీలికాదంపతులలో బ్రహ్మదత్తుని నవ్వఁ జేయు నట్లు మాటలాడినయాఁడుచీమ ధీరాధీరాదినాయికలలో నెట్టినాయిక? ఏల?

2. 'తలఁచినగమగు సాత్వికోదయదశాను। భావములఁజెందు మన్మథప్రసవబాణ। బాణమగ్నతగాంచుఁ దాపము వహించు।'—ఇందిలిసారస్యమును దెల్పి సాత్వికభావదశానుభావములఁ జేర్కొనునది.

3. 'ఉమియఁగఁ దన్న నన నెచ్చెము గాంచిన కొన్నిమ్రాఁకు లాప్రమదల నెప్పగింపుఁ డని రంజిలు నేఁతెలు గన్నచెట్లకుఁ.'—ఒచ్చెము గాంచినమ్రాఁకు లెవ్వి? రంజిలునేఁత లెవ్వి? ఆ చేఁతలచేఁ బుష్పించినమ్రాఁకు లెవ్వి?

VIII. 1. లయగ్రాహి, వృషభగతిరగడ,—వీని కీపేళ్లు గల్గుటకుఁ గారణములఁ దెల్పి వానిలక్షణము వ్రాయవలయు.

2. మహితవిద్వజ్జన మండలీవినుత సాహిత్యప్రియంభావుకాత్యుదార—ఈ సీసచరణము ఎట్లు ఏవృత్తపాదముగఁ జూప నగును.

3. సం। భాసిత మైనయీశుభవిమానముఁ దప్పక చూచునాదు పే। రాన &c. ఈ పాదమందలి విశ్రమమునకుంబేరేమి ?

IX. చక్రబంధము వ్రాసి యీ క్రిందిపద్యమును దాన నిమిడ్చి యీ బంధలక్షణమును సమగ్రముగ నన్వయించి చూపునది.

రక్షోనాకపమూర్తి భాసురగభీరావిక్రమోహాస్పదా
దక్షారమ్యమతిస్థిరాభరణవిద్యాకృత్యశశ్శ్రీస్వనా
వక్షస్సింధుపకన్యకానరసభవ్యాతిగ్మధీతంత్రదా
దాక్షిణ్యారతనాదవైభవవినోదాహేమనాగాశ్వదా.

MONDAY, 23RD NOVEMBER, 2 TO 4 P.M.

TELUGU: TRANSLATION.

I. Translate into Telugu :— [See Urdu Translation paper, page clxxi.]

II. Translate into English :—

1. వివిధోర్వీపతులం జగన్నుతుల మున్వీక్షింపమో వారిపెంపు పరీక్షింపమొ నింపమో చెలిమి యేభూపాలునందైన నీ భువనత్రాణపరాయణోద్భటభుజాభూరిప్రభావంబు నీ జవనాక్షీణబలంబుఁ గంటిమె వసుత్రోమండలాఖండలా.

2. తండ్రిసచ్చినపిమ్మటఁదమతమంతవారలై గర్గుఁ డనుమునివరునిఁ జేరి శిష్యవృత్తిమైఁబరిచర్య చేసివారలంచితాధ్యయనంబుగావించిరర్థి.

3. (*a*) మహి నాలపాడి ముస్తురముగాఁ బ్రభవింప.

(*b*) మొదలుఁ గామక్రోధముల బరాబరిసేసి సత్యవాక్శ్రియ మంబు సంగ్రహించి.

(*c*) అచ్చరిత్రంబుమీకు శ్రోత్రరసాయనంబు చేసెదవినుండు.

(*d*) కంపలఁ బడ్డకాకిసై.

యక్కట మోసపోయితిఁగదా పెనుత్రిప్పుట నెంతవారికిం
జిక్కు సెముఖ్యసౌఖ్యము విశిష్టజనమ్ములసఖ్యమబ్బమిన్.

(e) కాఁబోలు నివి బాలకమనీయపదలీల లిచటఁ బల్లవజాల
మినుమడించె.

4. (a) ముల్లువుచ్చి కొఱ్ఱడఁచినచంద మాయె.

(b) పతిభక్తి సతులకుఁ బరమభూషణము,
పతిభక్తి సతులకు భాగ్యపోషణము,
పతిభక్తి సతులకు భయవారణంబు,
పతిభక్తి నిఖిలశోభనకారణంబు.

(c) చా। వనివానిం గరిచావు బుద్ధి నిడి "యశ్వత్థామ చచ్చె న్నిజం। బ" ని యేబొంకితి మేదినీభరణ మర్హంబే గురుద్రోహికిన్ ?

(d) ఆడిగిన జీతం బీయని
మిడిమేలపుదొరను గొలిచి మిడుగుటకంటెన్
వడి గలయెద్దులు గట్టుక
మడి దున్నుక బ్రదుక వచ్చు మహిలో సుమతీ.

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. 1. హరిహరనను 'ఇంథా సీమయల్లిద్దవనాగిరబహుదేందు తోరిసువుదక్కే సూక్ష్మవాగి నిమ్మ గ్రంథదిందే కండు బరువ మూరు సూచనెగళన్ను కాణిసి, ఆ దేశవన్ను నిర్ధరిసి 2. రుద్రభట్ట యావ మతదవనాగిరబహుదేందు నిమగే కండు బరువుదు ? ఈవిషయవన్ను స్పల్పవాగి చర్చిసి బరెయిరి. 3. రుద్రభట్టను ఉత్తర దేశదల్లి 'తేంగు ఇద్దంతే వర్ణిసిరువుదు దోషవేందు కెలవరు హేళువరు. అదుహ్యాగే దోషవే ? ఈతే హీగే హేళిద్ద రిందే నిమగేనను తోరువుదు ?

II. " 'The early poets of all nations wrote generally from passions excited by real events. So, their language was daring and figurative in the highest degree. But succeeding poets mechanically

adopted such language and insensibly produced a language differing materially from the language of men in any situation.' It would be easy to show that some of the grandest specimens of poetry in the world (Indian) offer many a mark of stereotyped diction in repeated epithets."

ಇಲ್ಲಿ ಹೇಳಿರುವಂತೆ ಪ್ರಾಚೀನ ಕವಿಗಳು ಆಯಾ ಸಂದರ್ಭಗಳಿಂದುಂಟಾಗುವ ರಸವನ್ನು ತಾವು ನಿಜವಾಗಿ ಅನುಭವಿಸಿ ಗ್ರಂಥವನ್ನು ಬರೆಯುತಿದ್ದರಾದ ಕಾರಣ, ಅವರ ಕಾವ್ಯವು ರಸಯುಕ್ತವಾಗಿಯೂ ಶೃಂಗಾರಾದ್ಯಲಂಕಾರಯುಕ್ತವಾಗಿಯೂ ಇರುತಿತ್ತು. ಆದರೆ ನವೀನ ಕವಿಗಳು ಆ ರಸಾನುಭವವಿಲ್ಲದೆ, ನಿಜವಾದ ಸಂದರ್ಭಕ್ಕೆವಿರುದ್ಧವಾದ ಭಾಷಾಶೈಲಿಯನ್ನು ಮಾತ್ರ ಸ್ವೀಕರಿಸಿ ಬರೆಯುತಬಂದರು. ಹೀಗೆ ಒಂದೇವಿಧವಾದ ಅಚ್ಚುಪಡಿಯು ಹಾಗಿರುವ ವಿಶೇಷಣ ಸಮುದಾಯಗಳನ್ನು ನಮ್ಮ ಮಹಾ ಕಾವ್ಯಗಳಲ್ಲಿ ಕೂಡ ತೋರಿಸುವುದು ಸುಲಭವೆಂದು ಕೆಲವು ಇಂಗ್ಲಿಷ್ ಗ್ರಂಥಕರ್ತರು ಅಭಿಪ್ರಾಯಪಡುವರು. ಈ ಮೇಲೆ ಹೇಳಿರುವ ಅಭಿಪ್ರಾಯಗಳನ್ನು ನೀವು ಓದಿರುವ ಗ್ರಂಥಗಳಿಂದ ಉದಹರಿಸಿ ಚರ್ಚಿಸಿ ಒಂದು ಲೇಖನವನ್ನು ಬರೆಯುವುದು.

III. 1. ದಶರಥ, ಲಕ್ಷ್ಮಣ, ಭರತ, ಸುಮಿತ್ರೆ - ಈ ಪಾತ್ರಗಳಗುಣಗಳನ್ನು ಪ್ರತ್ಯೇಕ ಪ್ರತ್ಯೇಕವಾಗಿ ಅವರುಗಳು ಆಡುವ ಮಾತುಗಳಿಂದ ತೋರಿಸುವ ಹಾಗೆ ನೀವು ಓದಿರುವ ಮಟ್ಟಗೆ ಬರೆಯುವುದು. 2. ಈ ವರುಷ ನೀವು ಓದಿರತಕ್ಕ (Othello) ನಾಟಕದಲ್ಲಿರುವ (Iago) ಎಂಬ ಪಾತ್ರದ ಗುಣಕ್ಕೂ ಪಂಪರಾಮಾಯಣದ ಕೈಕೆಯ ಗುಣಕ್ಕೂ ಸಾದೃಶ್ಯಗಳೂ ವ್ಯತ್ಯಾಸಗಳೂ ಏನಾದರೂ ಇದ್ದರೆ ಸೂಕ್ಷ್ಮವಾಗಿ ತೋರಿಸುವುದು

IV. 1. ಈ ಕೆಳಗಿನ ಪದ್ಯಗಳಿಗೆ ಅರ್ಥವನ್ನು ತಾತ್ಪರ್ಯಬರುವ ಹಾಗೆ ಬಿಡಿಸಿ ಬರೆಯುವುದು :—

(a) ಅಳವೆಂಣಾದೊಡವೊಂ ದೆರಳ್ದವಸವೊಂದಾಗಿರ್ದಡಂನಂಟರೆಂ।
ದುಳದಂ ದನ್ಯರನಾಸೆಗೆಯ್ಯೆಳೆವಳಂ ನಿರ್ವ್ಯಾಕುಳಂ ಪೊಲ್ಲಿವಿಳ್।
ಪಳಗಂಬಳ್ ಭರತಾದಿಗಳ್ಪಲವು ಕಾಲಂತನ್ನೊಳೋ ತಿರ್ದ್ದವ।
ರ್ಕಳದಂದಾಕ್ಷಣದೋಳ್ ಧರಾರಮಣಿಮತ್ತೋರ್ವಂಗೆಪುರ್ಬಿಕ್ಕುವಳ್।

(b) ಇದು ಚಿತ್ರಂನಿಜವ ಕ ಶೋಭೆಯೊಳೆತಾರಾಧೀಶನಂಗೆದ್ದುದ।
ಲ್ಲದೆ ತತ್ತಾರಕ ಚಂದ್ರಕಾಬಲಮುಮಂ ಮುಕ್ತಾಫಲಾಲಂಕೃತೌ।

ಘುದುಕೂಲಂಗಳನೀಕೆ ಗೆಲ್ದಪಳೆನಲ್ ತನ್ವಂಗಿ ಗೇಂಬ್ಬಂಬೀ।
ರಿದುದೊ ಮುತ್ತಿನಪಚ್ಚಮುಂದುಗುಲಮುಂ ಮಾಂಗಲ್ಯಶೃಂಗಾರಮುಂ॥

(c) ಎಂತುಟುಶುಭಾ ಶುಭೋದಯ।
ಮಂತುಟನನುಭವಿ ಪರಾರುವಿಂದನರಿವುತ್ತಂ।
ಚಿಂತಾ ಜ್ವರಮಂ ಪಿರಿಯಂ।
ಸ್ವಾಂತದೊಳರಿಸುವುದೆ ದೇವಜಡಮತಿಗಳಪೊಲ್॥

2. "ಮಳೀಮಸೋಕ್ತಿ"; "ಕೊಳ್ಳಿಗ ಬೆಳ್ಳಿಗ"; "ಹಾನಾದಾನ ವಿಜ್ಞಾನ"; "ಕಿಂಕುರ್ವಾಣ ಪ್ರವಣರ್" ಇವುಗಳ ಅರ್ಥವೇನು?

V. 1. ರಾಮನು ಅಯೋಧ್ಯೆಯನ್ನು ಬಿಟ್ಟು ಯಕ್ಷನಪಟ್ಟಣಕ್ಕೆ ಬಂದು ಕಾಲವನ್ನು ಕಳೆದನಷ್ಟೆ. ಈ ಮಧ್ಯೆ ಎಷ್ಟು ಕಾಲಕಳೆಯಿತು? ಅದು ಹ್ಯಾಗೆ ಗೊತ್ತಾಗುವುದು? 2. ಷಡಕ್ಷರಿ ಹರಹರ, ಇವರಿಬ್ಬರೂ ಯಾವ ಯಾವ ಮಾತುಗಳನ್ನಾಡಿ ಶೈವಪಾರಮ್ಯವನ್ನು ತೋರಿಸಿದಾರೆ? ವಿವರಿಸಿ. 3. ಭಕ್ತಿರಸವು ಅತಿಯಾದರೆ ನಮ್ಮ ಅವಯವಗಳ ಸ್ವಭಾವ ಹ್ಯಾಗೆ ಇರುವುದೆಂದು ಷಡಕ್ಷರಿ ವರ್ಣಿಸಿದಾನೆ?

VI. 1. "ಗಿರಿಸುತೆಬಳೆವನ್ನೆವರಂ"—ಈ ಬಳೆ ಶಬ್ದಕ್ಕೆ ಯಾವ ಅರ್ಥದಲ್ಲಿ ಮಾತ್ರ ಪ್ರಯೋಗವಿದೆ? "ಲತಾಂತ" ಶಬ್ದಕ್ಕೆ ರೂಢಾರ್ಥವೇನು? ಅದು ಹ್ಯಾಗೆ ಹುಟ್ಟಿತು? "ಸೊಗಯಿಸು" ಎಂಬ ಶಬ್ದವನ್ನು ಪಂಪ ಯಾವ ಅರ್ಥದಲ್ಲಿ ಪ್ರಯೋಗಿಸಿದಾನೆ? 2. ತನ್ವಿ; ಶಬಲತೆ; ನಿಸ್ತ್ರಿಂಶ; ಶಿಬಿರ.—ಇವುಗಳ ಅರ್ಥವೇನು? 3. (a) ಭರತಂ ಶೋಭರತಂ ವಿಷಾಧಭರತಂದ್ರೀಭೂತಚಿತ್ತಂ; (b) ಮರೆದೀಕಂಳ ಕ್ರಮಮನಾನಿಂತಿರ್ದು ಸನ್ಮಾರ್ಗ ಪದ್ಧತಿಯಂ ಹಾಸ್ಯರಸಪ್ರವಾಹಜಲದಿಂ ಪ್ರಕ್ಷಾಳನಂ। ಮಾಲ್ಪನೆ॥ (c) ಸನಕಾದ್ಯರ್ಕಳ ಮಾನಸಾಂಬುಜಮರಾಳಂ ನೀನೆ.

ಮೇಲೆ ಹೇಳಿರುವವುಗಳಲ್ಲಿ ಗುಂಭಿತವಾಗಿರುವ ಅರ್ಥವನ್ನು ವಿವರಿಸಿ ಬರೆಯುವುದು.

VII. 1. ರಾಗದಬಳ್ಳಿ ಚಾದಗೆಗೆ ಕಾಂಚನ ಚಂಚಳಾಸ್ಯತರ್ಜನಂ।
ಸೋಗೆನವಿಗ್ಗೆ ಮೇಖಳೆ ಘನಾಘನ ಲಕ್ಷ್ಮಿಗೆ ದೇಪವಾಳೆ ಜಾ
ರಾಗಮನಕ್ಕೆ ಜಂತ್ರದುರಿ ಯೆಂಣೆ ವಿಯೋಚನಕ್ಕೆ ನಲ್ಲ ಭೋ।
ಭಾಗಮನೆಯ್ದೆ ಬಿತ್ತರಿಸಿ ದತ್ತು ತಟಿಲ್ಲತೆ ಲಾಸ್ಯಲೀಲೆಯಿಂ॥

ಮೇಲಿನ ಪದ್ಯದಲ್ಲಿ ಕೆಳ ಗೀಟು ಹಾಕಿರುವ ಪದಗಳ ಸಾರ್ಥಕ್ಯವನ್ನು ತೋರಿಸಿ ಅವುಗಳನ್ನು ವಿವರಿಸುವುದು.

ಈ ಪದ್ಯದಲ್ಲಿ ಯಾವ ಅಲಂಕಾರವಿದೆ ? ಅದರ ಲಕ್ಷಣವೇನು ?

2. ಪಂಪನು ಸೀತೆಗೂ, ಹರಿಹರನು ಪಾರ್ವತಿಗೂ ಮಿಂಚಿನ ಉಪಮಾನವನ್ನು ಹೇಳಿದಾರೆ. ಇವೆರಡಕ್ಕೂ ವ್ಯತ್ಯಾಸಗಳೇನು ? ಸಂದರ್ಭಗಳು ಹ್ಯಾಗೆ ? 3. ಕವಿಸಮಯವೆಂದರೇನು ? ಕಣ, ಪರ್ವತ, ಇವುಗಳನ್ನು ವರ್ಣಿಸುವಾಗ ಕವಿಸಮಯವೇನೆಂದು ಹೇಳುವರು ? 4 ಭಯಾನಕ ಮತ್ತು ಬೀಭತ್ಸರಸಗಳಿಗಿರುವ ವ್ಯತ್ಯಾಸವನ್ನು ರುದ್ರಭಟ್ಟ ಹ್ಯಾಗೆ ತೋರಿಸಿದಾನೆ ?

VIII. 1 Q, Z, Zh, F.—ಈ ಅಕ್ಷರಗಳಿಂದ ಹೊರಡುವ ಶಬ್ದಗಳನ್ನು ತೋರಿಸುವುದಕ್ಕೆ ಕನ್ನಡದಲ್ಲಿ ಏನಾದರೂ ಅಕ್ಷರಗಳಿವೆಯೆ ?

2. ಯ, ವ, ಲ, ಈ ಅಕ್ಷರಗಳು ಅನುನಾಸಿಕವಾಗಿಯೂ ನಿರನುನಾಸಿಕವಾಗಿಯೂ ಪ್ರಯೋಗಿಸುವುದುಂಟು. ಉದಾಹರಣೆ ಕೊಡಿ.

3. ನೋನೆನೆನೋಡೆಕಂಸ ವಿಜೃಂಭಣಮಂ ಜಯಿಸಲ್ ಸಮರ್ಥನಂ।
ಭೂನುತನಂಯಶೋ ವಿದಿತನಂ ಸುತನಂಪಡೆ ಪೊಂದುನೋಂಪಿಯಿಂ॥

ಇಲ್ಲಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯವನ್ನು ಪುನಃಪುನಃ ಹೇಳಿದೆ. ಹೀಗೆ ಪ್ರತ್ಯಯಗಳನ್ನು ಪುನರುಕ್ತಿಯಾಗಿ ಹೇಳುವುದು ಕನ್ನಡಕ್ಕೆ ಎಲ್ಲಿಂದ ಬಂತು ? ಈ ವಿಷಯದಲ್ಲಿ ಸೂತ್ರವೇನು ?

IX. 1. ಪದಯುಗಳೋಚ್ಚಾರಣವನ್ನು ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಮಾಡತಕ್ಕದ್ದು ? ಇದು ನೀವು ಓದಿರುವ ಯಾವ ಗ್ರಂಥದಲ್ಲಿ ವಿಶೇಷವಾಗಿದೆ ? 2. "ಅಲ್‌ಪಡು" ಇದರ ಪ್ರಯೋಗದ ವಿಷಯದಲ್ಲಿ ಹೇಳಿರುವ ಸೂತ್ರವನ್ನು ನಿಮಗೆ ತಿಳಿದ ಮಟ್ಟಿಗೆ ಬರೆಯಿರಿ.

X. 1. "ಎಮ್ಮ ಮಗಳ್ಗೆ ನಿಮ್ಮಡಿಗಳ್ ವಂದನಂಗೆಯ್ದುಂ ದತ್ಯಾಚ್ಛ್ಯಂ"—ಹರಿಹರ. ಇಲ್ಲಿ ಅಸಂಗತವೇನು ? 2. ಅಂಗತ್ತನಾಗಿ ; ರವಷ್ಟು; ಅಂಬಾರಾಶಿ.—ಇವುಗಳನ್ನು ಸುಷ್ಟುವಾಗಿ ಬರೆಯುವುದು ಹ್ಯಾಗೆ ? 3. (a) ನಾನು ಮೂಗಿಗೆ ಕವಡೇ ಕಟ್ಟಿಗೊಂಡು ನಿಮ್ಮ ಮನೆಗೆ ಸೇರಿದೇನೆ. (b) ಅವರ ಬಂಣ ಬರೆಯಿತು. (c) ಆ ಮನುಷ್ಯ ಕೊಟ್ಟರೆವರ ಇಟ್ಟರೆ ಶಾಪ. ಇವುಗಳ ಅರ್ಥವನ್ನು ಚನ್ನಾಗಿ ಬರೆಯುವುದು.

MONDAY, 23RD NOVEMBER, 2 TO 4 P.M.

KANARESE: TRANSLATION.

I. Translate into Kanarese :— [See Urdu Translation paper, page clxxi.]

II. Translate into English :—

(1) ಮಗನೆನಿಪಂಗೆ ಮಾತೃಪಿತೃಭಕ್ತಿಯೆ ಕೃತ್ಯಮಿಹತ್ರೈಗಂಪ್ಪರ।
ತ್ರೈಗಮುಪಕಾರಿ ಬೇರೆಪೆರತಾವುದೊ ಚಾರುಚರಿತ್ರಮೆಂದುಕೀ ।
ರ್ತಿಗೆ ದೆಸೆಸಾಗ್ಗು ಮೆಂಬಿನೆಗಮರ್ಣವಮೇಖಳೆಯಂ ಧರಿತ್ರಿಯಂ।
ಬಗೆಯನೆಬಾರ್ತೆಗೆಯ್ಯನೆ ಜರತ್ಪೃಣಲಾಘುಮೆಂದು ರಾಘವಂ।

(2) ಲಾಲಿತವಾಗಿ ತನ್ನನಡೆಯಿಂ ನಡೆಗತ್ತೊಡವರ್ಪ್ಪಕೇಳಹಂ।
ಸಾಳಯ ಬೆನ್ನೊಳೆದ್ದೆ ನಡೆಯೆಲ್ಬಸಮಲ್ಲದೆ ನಿಂದು ಕೈಗಳಂ ।
ಲೀಲೆಯಿನಾಂತು ರಾಗರಸವೊಬ್ಬುಳಿಯಾದವೊಲೇಳ್ದು ಮಟ್ಟಿಬಾ ।
ರಾಲಸದಿಂದಲಾದಗಮನಾಲಸ ವೃತ್ತಿಯನೇನನೆಂದಪೆಂ।

(3) ಎಣಿಸಲ್ ಸಂಸಾರಮೇ ನಾಟಕಮದರೊಳಗೀ ಮಾನವಂತಾಂನ
ಟಂಬೊಲ್ । ಕ್ಷಣದೊಳ್ ಬಾಲಂಕ್ಷಣಂ ಜೌವನಿಗನತಿ ಮದಾಢ್ಯಂ ಕ್ಷಣಂ ವಿತ್ತಹೀನಂ । ಕ್ಷಣ ಮೈಶ್ವರ್ಯ ಪ್ರಪೂರ್ಣಂಕ್ಷಣ ಮಹಹ ಜರಾಜೀರ್ಣ ನಾಗೆಂತ್ಸದೊಳ್ಸಂ । ದಣಿ ಮಾಣ್ದಾಕಾಲನೂರೆಂದೆನಿಪತೆರೆಯೊಳಂ ತೈದುವಂಪೇಳ್ವೆವೇನಂ॥

(4) ಇಂತುಪೊಡಮಟ್ಟು ಬಾಲಸಹಕಾರತಳದೊಳ್ ಹರಿತ ಭೂಮಿಕೆಯೊಳ್ ಸುರುಚಿರ ಮರೀಚಿಗಳಂ ಕುರಿಸಿತೆಂಬಂತೆ ನಳನಳಿಸಿ ಬೆಳೆದ ಪೊಸಪಸಲೆಯ ಮೇಲೆ ಕದಳದಳಂಗಳಂ ಕಮಳಪತ್ರ ಜಾಳಂನುಣ್ಬೆಳಗಂ ಕರೆವ ಪೊಂಬಾಳೆಯ ಪತ್ರಗಳನಿಂಬಿನಿಂ ಪಾಸುತ್ತಂ ಕವಿನ ಮತ್ತಾಳಗಳನೆತ್ತಂ ನಿವಾರಿಸುತ್ತಂ ಕುಸುಮ ಕುಲಮನೆಸೆಯೆ ಸುರಿದು ಭಾಸುರದುಕೂಲದಿಂ ಬ್ಯಾಸಣಿಸಿ ಶತಪತ್ರ ಸೂತ್ರ ಕುಲಮಂ ಕೆಲದೊಳರಿಸಿ ಮೈಯ್ಯಿಕ್ಕಿಕೈಮುಗಿದು ದೇವಿ ಜಗನ್ಮಾತೆ ಸರ್ವಕಲಾ ಕೋವಿದೆ ಸುಕುಮಾರಾಂಗಿ ಸೌಂದರ್ಯ ಮೂರ್ತಿಯಿತ್ತ ಬಿಡಯೆಂಗೈವುದೆಂದು ಬಿನ್ನೈಸುತ್ತಂ ಕೈಗುಡಿ ಮೃದುಪದನ್ಯಾಸದಿಂ ನಡೆತಂದಿಕ್ಕಿದ ಮಾಂದಳಿರ ಪೊಸಪಸೆಯ ಮೇಲೆ ಕಮನೀಯದಿಂ ಕುಳ್ಳುರ್ದಳ್.

III. Give idiomatic renderings of :—

(1) ಕಾರ್ಯವು ಕೈವಿಾರಿ ಹೋದಮೇಲೆ ಇದ್ದದ್ದರಲ್ಲಿತೃಪ್ತಿಹೊಂದಬೇಕು.

(2) ಅವನು ಬಾಯಿಗೆ ಬಂದಂತೆ ಹರಟಿದನು

(3) ಪೆಟ್ಟುಮೇಲೆ ಪೆಟ್ಟುಜೀಳ ಪೆಟ್ಟಾ ಸಹಾಜಗ್ಗಿತು.

(4) "ಇಂಗ್ಲಿಷ ತಿಳಿದವರು ಗೀಚುವ ಲೆಕ್ಕ ಪತ್ರಗಳನ್ನು ಕನ್ನಡದಲ್ಲಿಯೇ ಗೀಚಿದರೆ ಸಾಲದೇನೋ ?' —"ಅಧ್ಯಾನ ಓದಿದವರಿಗೆ ಮಧ್ಯಾಹ್ನಕ್ಕೆ ಹಿಟ್ಟಿಲ್ಲವೆಂಬುವುದನ್ನು ಮರೆತು ಬಿಟ್ಟಿರೋ ? "—"ಹೌದು, ಮಹಾರಾಯ ! ಬ್ರಾಹ್ಮಣಿಕೆ ಹಾಳಾದರೂ ಹಾಳಾಗಲಿ ; ಹೊಟ್ಟೆತುಂಬ ಹಿಟ್ಟುಂಡು ಕೊಂಡಿರ ಬೇಕೆಂಬದು ಸರಿ" (5) ಇನ್ನು ಹೇಳಿದಷ್ಟೂ ಪಿಷ್ಟ ಪೇಷಣವೂ ಚರ್ವಿತ ಚರ್ವಣವೂ ಆಗುವುದೆಂದು ಇಲ್ಲಿಗೆ ವಿರಮಿಸುವೆನು.

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

MALAYALAM : TEXT-BOOKS AND GRAMMAR.

I. 1. താഴെ എഴുതിയതുകളെ വ്യാഖ്യാനിച്ച അർത്ഥം എഴുതുക:—

(a) കല്ലട്ടുകല്ലട്ടു പടെന്ദ്രപുത്രീ സാരസ്യ സാരസ്യ
നിവാസഭൂമിം
നാളീകനാളീക ശരാട്ടിതാസാമന്ദാക്ഷമന്ദാക്ഷര മെ
വ്യചെ.

(b) കല്പാവെശാവശൊപിസ്വയമന്യതഭിയാഭ്രഷ
ണാന്യാത്മനൊ സ്വൈദതപാതുണ്ണിംപുരസ്താദ്ഭുത
മുപഗതവാനെക വസ്ത്രൊനളൊയം ഭൈമ്യാവാ
ക്ഷ്ണെണനിതസ്വസുതമിധുനയാദീനയാചാനയാ
തഃക്ഷുൽക്ഷാമൊന്മാത്രവൃത്തിന്നിജമഥവിമ-
ശൻവൃത്തമാസ്തെസ്മശൊചൻ.

2. ഇതുകളിലെ വൃത്തം എന്ത ? എന്തുകൊണ്ട ?

3. നഗരീതരസാരഥിനാ
മപഹൃത്യാകീർത്തിമാശ്രുതരസാരഥിനാ
യുധിനാമനസാദരിണാ
ലാഘ്യാപ്രാപെഷ്ടുനെന്ന മനസാദരിണാ.

ഇതിനെ അന്വയിക്കുക.

II. താഴെഎഴുതിയ പദങ്ങളിലെ സൂചകങ്ങളെ സംക്ഷെപിക്കുക :—

1. സൌവർണ്ണഹംസംചെയ്തൊരു സൌഹൃദമായതു സൌഹൃദമെ.

2. ഒരുനാളും നിരുപിതമല്ലെ ഉദന്തമിതൊരുനാളും.

3. ആശ്ചൎയ്യമിതിലെററ മപരമെന്തൊന്നുള്ളു.

4. ക്ഷമിക്കവെണമെ അപരാധം
ശകതിക്കുയവാനൊടൊ വെണ്ടുവിരൊധം.

5. ഏകമായുള്ളതാനെകമായി
മംഗലദെവതാ തങ്ങുന്നൊൻ
തൊട്ടുള്ളതങ്ങിനെയെല്ലൊ.

6. ശാസിച്ചിട്ടാകിലും യാചിച്ചിട്ടാകിലും
ബൊധിച്ചവണ്ണമടക്കെണംനീ.

7. ഠരംശ്വരനൊടു പിഴച്ചതില്ലെന്നുംഞാ
നാശ്രയമായതു മറെറാന്നല്ലെ.

8. പണ്ടു മിന്നിങ്ങൾക്കു സൂനുവായെമ്മെവിനെൻ
രണ്ടുജന്മങ്ങളിൽ.

III. 1. ദണ്ഡകം ആട്ടക്കഥകളിൽ എപ്പൊൾ പ്രയൊഗിക്കുന്നു.— ഓട്ടംതുള്ളലുകളിൽ ഏപ്പൊൾ പ്രയൊഗിക്കുന്നു ?

2. പ്രാകൃതം എന്നവെച്ചാൽ എന്ത ? നിവാതകവചവധത്തിലെ പ്രാകൃത പദ്യവും ഛായയും എഴുതുക.

IV. 1. വായിച്ചപുസ്തകങ്ങൾ ഉണ്ടാക്കിയ കവികളുടെ ഇതരകൃതികളെ പറയുക.

2. ഉൎവ്വശീസ്വയംവരം-ദക്ഷയാഗം-വ്യൊമാസുരവധം ഈ ആട്ടക്കഥകളും-വെതാളചരിതം - പഞ്ചതന്ത്രം - വാല്മീകിരാമായണം - ഈകിളിപ്പാട്ടുകളും ആരാര ഉണ്ടാക്കിയതാകുന്നു.

V. 1. ഉദ്യൊഗം ഭീഷ്മം ഈപൎവ്വങ്ങൾക്ക ഈപെരുകൾ വെച്ചതിൻെറ കാരണം എന്ത ?

2. ഇതിൽ ഏതെങ്കിലും ഒരു പൎവ്വത്തിലെ കഥചുരുക്കി എഴുതുക.

3 ഭീഷ്മരുടെ ജനനത്തെപററി എന്ത അറിയാം ?

4. വായിച്ചപുസ്തകങ്ങളിൽ ഏതാകുന്നു അധികം നല്ലമലയാളം - എന്തുകൊണ്ട ?

VI. 1. താഴെഎഴുതിയ പദങ്ങളുടെ വ്യുല്പത്തി എഴുതുക :—

പാശുപതം - ഗ്രന്ഥാകൈശൻ - ഭീമസെനൻ - വിദുരർ.

2. താഴെ എഴുതിയവകളുടെ അർത്ഥം എഴുതുക :—

പ്രദ്യോത.	ഉപധാനം.
ഖദ്യോത.	അനുവയർ.
വാരാൾ.	ത്ഡടുതി.
ആവിലം.	സന്ധ്യ.
ആപാദിച്ചു.	കാളി.
ആയൊധനം.	മദ്യം.

VII. താഴെഎഴുതിയതുകളിലെ സമാസം വിഗ്രഹത്തൊടും സന്ധികളെ സൂത്രസഹിതവും പറയുക :—

1. നൃപസദസി.
2. സല്ലാപസ്ഥാട്ടശോട്ടഗ്രഹസി.
3. സുലളിതപദവിന്യാസാ.
4 മന്ദാക്ഷമന്ദാക്ഷരം.

VIII. അലങ്കാരം എന്നത എന്ത ?

സമാസൊക്തി - വിഷമാലങ്കാരം - പ്രതീപം - ഉല്ലെഖം - ഇതുകളുടെ ലക്ഷണം എന്ത ? ഓരൊഉദാഹരണങ്ങളെ എഴുതുക.

IX. താഴെഎഴുതിയ വാക്യങ്ങളിൽ ഏതെങ്കിലും രണ്ടിന്ന ഏകദെശം തുല്യമായ വാക്യങ്ങൾ പുസ്തകത്തിൽനിന്ന എഴുതുക :—

1. നിഗ്ഗ്രതെനിരെ സതുമെക്ഷാചീകിഷ്ഠതി.
2. ഭസ്മാസ്ത്രയസ്ത്രവപതിപ്രതലൊപമിതു.
3. ശ്രീരാമവാചം ശിരസാഗ്ഗഹിത്വാ.
4. നപാദപൊന്മൂലനശക്തിരംഹഃ
ശിലൊച്ചയെമൂതിമാരുതസ്യ
5. സദ്ഭിഃസംഗസ്തു കൎത്തവ്യഃ സസവ്വാൎത്ഥകരൊമതഃ.

X. 1. നളചരിതത്തിൽനിന്ന കാട്ടാളന്റെ ആത്മഗതപദ്യത്തെ എഴുതുക.

2 താഴെഎഴുതിയവകളുടെ അൎത്ഥം എഴുതുക :—

(a) ദാതുതന്റെ പരിണാമെകില
നാരതിന്റെ മനമാമെ.

(b) ബ്രൂഹിഏവ വചനം വിനാ പ്രൊഷിതെതി.

(c) വസ്വൌകസാര.

(d) കരെഗ്രഹിത്വാസതുവൈജയന്തം
സമാജരൊഹം വ്യഥവൈജയന്തം.

MONDAY, 23RD NOVEMBER, 2 TO 4 P.M.

MALAYALAM : TRANSLATION.

I. Translate into Malayalam :—[See Urdu Translation paper, page clxxi.]

II. Translate accurately into English :—

1. വെവ്വട്ടീടുകയില്ലവല്ലഭനെയീ ആപത്തിലെന്നാശയം
വൈദൎഭ്യാസ്സ ദ്ദഥംവിദൻ വിദലയൻ വസ്ത്രാൎദ്ധമസ്ത്രാ
നളൻ
ചെടപ്പാടൊടുറങ്ങിനൊ രവളെയും ദുഃഖപാകലിപ്രെര
ണാൽ
മുഗ്ധപ്രായമനാനിശീഥസമയെനിജ്ജഗ്മിവാൻ നിജ്ജ
നെ.

2. ശ്രുത്വാത മുവ്ശീശാപവിവശീ കൃതമാനസം
ആശ്വാസയാമാസസുതമാശ്വെനം മെഘവാഹനഃ.

3 മത്സരാദികളിനിക്കില്ലെന്നൊ സിദ്ധമെല്ലൊ
മത്സമന്മാരാം നാരായണ ഗൊപാലന്മാരും
സെനാനീസമനായസ്സെനാനി ഭോജൻതാനും
സെനയുമൊരുത്തന്നും ഞാനെകനൊരുത്തനും
എല്ലാരുമൊക്കും നിങ്ങളിനിക്കന്യപന്മാരെ
നല്ലതുവരുവാനെതാല്പൎയ്യവുമുള്ളു
വല്ലവരൊടും ക്രുടിപ്പൊരാമെന്നിരിക്കിലും
വല്ലഭമൊടുയുദ്ധംചെയ്ക ഞാനില്ലതാനും
ചൊല്ലുവാനസംഖ്യ മായുള്ളൊരു പടയുള്ള
തെല്ലാരുംപോരു മവരൊരുത്തരൊടുംക്രുടി

അമ്പൊടുരണ്ടു ജനമൊരിക്കൽ വരിക്കുമ്പൊൾ
മുമ്പിനാലിളയവൻ വെണമെന്നുണ്ടുണ്ടായം.

4. നെരെകായ്യം നടത്താമതിനൊരു തടവുണ്ടാകയില്ലെങ്കിലുംഞാൻ
വെരൊന്നുംകൈൾക്കുവാനായിതി നിഹതുനിയുന്നില്ലെടൊകല്ല്യബുദ്ധെ
പാരിക്കും പാരവശ്യംകളകിനി വളരെ താമസിക്കെണ്ടവീണ്ടും
പാരാതെവന്നിടാം ഞാനതുവരെയിവിടെപ്പാൎക്കഭൊക്കല്ലിതൊന്നും.

5. അമൎത്ത്യവൎയ്യസാരഥിസ്തുതകൃതാകൃതമാസ്ഥയാ
സമസ്തനീതിഭാജനം സമേത്യസവ്യസാചിനം
തമാത്തശസ്തലസ്തകാദ്ദ്വിതീയരാസ്ത്രസഞ്ചയൈ
ന്നികൃത്തശത്രുമസ്തകം സവക്തുമാദദെവ ച:

6. ഒതഭ്രതൃത്തിനാലെവം പരിഭ്രതൻ മമകാന്തൻ
പുതഭ്രതികളെപ്പൊലെ പുനരെന്നെയും
ഒതുപൊതും നിനയാതെ പെതമാറുന്നതുമൂലം
എരിതീയിൽപതിതനായ്പരിപഞ്ചകനവൻ.

7. പ്രജ്ഞാനുഗതമായ വിശ്രുതമുണ്ടുപിന്നെ
പ്രജ്ഞയും ശ്രുതാനുഗയാം വണ്ണമുണ്ടുതാനും
അസംഭിന്നായ്യജനമയ്യാദയൊടുംനിത്യ
മസന്നിഗ്ദ്ധാത്മാവായുള്ളവനും മഹാവിദ്വാൻ.

MONDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) ସଂସ୍କୃତ ମହାଭାରତ ରଚୟିତା ବ୍ୟାସ କେଉଁ ହେତୁରୁ ନିମ୍ନଲିଖିତ ନାମଗୁଡିକରେ ଅଭିହିତ ହୁଅନ୍ତି — 1. ଦ୍ୱୈପାୟନ, 2. କୃଷ୍ଣଦ୍ୱୈପାୟନ. 3. ପାରାଶର, 4. ଜାମିକ, 5. ସାତ୍ୟବତ । (ଖ) ତୁମ୍ଭେ ପଢ଼ିଥିବା ମହାଭାରତ ରଚୟିତାଙ୍କ ନାମ ଓ ଧାମ ଯୁଣି ତାହାଙ୍କ ପିତାଠାରୁ ଆରମ୍ଭ କରିପୂର୍ବ ଗୁରୁ ପୁରୁଷର ନାମୋଲ୍ଲେଖ କର । (ଗ) ମହାଭାରତର

ବୀରରସପ୍ରଧାନ ପାଞ୍ଚୋଟି ପଦ୍ୟର ଯୁଣି ଶାନ୍ତ ରସପ୍ରଧାନ ପାଞ୍ଚୋଟି ପଦ୍ୟର ନାମ ଲେଖ । (ଘ) ଶ୍ରୀକୃଷ୍ଣ ଓ ପାଣ୍ଡବଙ୍କ ମଧ୍ୟରେ କେଉଁ କୌଳିକ ଅବା ପାରିବାରିକ ସମ୍ବନ୍ଧ ଥିଲା ।

II. (କ) ନିମ୍ନ ଲିଖିତ ପଂକ୍ତିମାନ କିଏ କାହାକୁ ସମ୍ବୋଧନ କରି କହୁ ଅଛି ? ଏମାନଙ୍କର ବିଶଦ ବ୍ୟାଖ୍ୟା ଲେଖ । ବିଗ୍ରହ ସନ୍ଧି ଯାନ ଆସନ ଦ୍ୱୈଧ । ନୁହଇଁ ମନ୍ତ୍ରୀ ନ ଥିଲେ ଏହା ବୋଧ । ସ୍ଥାନ ବୃଦ୍ଧି କ୍ଷୟ ଏ ତିନଙ୍କୁ ଯେ ଜାଣ ଇ । ତାହାର ମହୀ ଯାକ ଅକ୍ଷୟ ହୁଅଇ । (ଖ) କର୍ଣ୍ଣ ଓ କୁନ୍ତୀଙ୍କ ସମ୍ବାଦ ସଂକ୍ଷେପରେ ଲେଖ ।

III. (କ) ସାତ୍ତ୍ୱିକ୍ୟ ଶିରୋମଣି, ଉତ୍ତରସାଧକ, ବ୍ରଶନ୍ତ, ଏମାନଙ୍କର ଶୁଦ୍ଧ ରୂପ ଲେଖ ଯୁଣି ପ୍ରଥମ ଦି'ଓଟି ଶବ୍ଦର ଅର୍ଥ ଲେଖ । ପଡ଼ି ହାରି ଶବ୍ଦର ସଂସ୍କୃତ ରୂପ କଅଣ ? (ଖ) ବସିଶ ସିଂହାସନର ବୋଧଗୁଣ ସମ୍ବନ୍ଧରେ ତୁମ୍ଭ ଅଭିପ୍ରାୟ ପ୍ରକାଶ କର ।

IV. ଅଷ୍ଟମ କିଅବା କାଶ୍ମୀର ଯୁଦ୍ଧରଣୀ କଥା ଏବଂ ଦ୍ୱାବିଂଶତି କିଅବା ଗୃହ ବଣିକ୍ ଯୁସି ଓ ଶାଳିବାହନ କଥାସଂ କ୍ଷେପରେ ଲେଖ ।

V. ପାକକ୍ରିୟା କେଉଁ ପରି ସମାଧା ହୁଏ, ପାକଯ ନ୍ତ୍ରର ଚିତ୍ର ଅଙ୍କିତ କରି ବୁଝାଇ ଦିଅ ।

VI. (କ) ବୁଗ୍ମ ଉପାଦାନମାନଙ୍କର ନାମ ଓ ପରିମାଣ ଲେଖ । (ଖ) ବୁଗ୍ମ, ଭିମ୍ବ, ଘୃତ ଓ ଯବ ଏମାନଙ୍କର ପରିପାକ କାଳର ପରିମାଣ ଯୁଣି ଏମାନଙ୍କ ଉପାଦାନ ମାନଙ୍କର ପରିମାଣ ମଧ୍ୟ ଲେଖ ।

VII. (କ) ଉପାଦାନ-ଉପାଧାନ, ଗିରିଶ-ଗିରୀଶ, ତିର-ତୀର, ତିତ୍-ତିତ୍, ଉତ୍ତ୍ୱ-ଉତ୍ୟ, ନଗ-ନଗ୍ନ, ବଳୀ-ବଳି, ଲକ୍ଷ-ଲକ୍ଷ୍ୟ ଏହି ଶବ୍ଦ ଯୁଗ୍ମ ମାନଙ୍କର ଅର୍ଥଗତ ଭେଦ ବୁଝାଇ ଦିଅ । (ଖ) ଆଗାର, ଦ୍ୱୈକ୍ୟୀ, ପଣସ ଓ ଜମ୍ବୁକ ଏମାନଙ୍କର ଭିନ୍ନରୂପ ପ୍ରଦର୍ଶନ କର । (ଗ) ଆବଦ୍ଧ, ଔହିକ, ଆବର୍ତ୍ତିକ, ନମୀଲିତ, କୃତ୍ରିମ, ସମକ୍ଷ, ଗୌରବ ଓ କୃତଜ୍ଞ ଏମାନ-ଙ୍କର ବିପରୀତାର୍ଥକ ଶବ୍ଦ ଲେଖ ।

VIII. (କ) ଭୁଜ୍, ସ୍ୱପ୍, ବଚ୍, ରୁହ୍, ଯଜ୍ ଏହି ପାଞ୍ଚୋଟି ଧାତୁର ଉତ୍ତର କୃତ୍ ପ୍ରତ୍ୟୟ ନିଷ୍ପନ୍ନ ଗୋଟିଏ ଗୋଟିଏ ବିଶେଷ୍ୟ ଓ ବିଶେଷଣ ପଦ ପ୍ରଦର୍ଶନ କର । (ଖ) ଶବ୍ଦାଳଙ୍କାର ଆଉ ଅର୍ଥାଳଙ୍କାରର ପ୍ରଭେଦ

ବୁଝାଅ ପୁଣି ଗୋଟିଏ ଶବ୍ଦାଲଙ୍କାର ଓ ଗୋଟିଏ ଅର୍ଥାଲଙ୍କାରର ଦୃଷ୍ଟାନ୍ତ ସହିତରେ ନାମୋଲ୍ଲେଖ କର । (ଚ) ଛନ୍ଦ କାହାକୁ ବୋଲ୍ ? ଛନ୍ଦର ଅପର ବୁଝି ନାମ କଅଣ ? ବଶ କମ୍ବା ବାଣୀ କାହାକୁ ବୋଲ୍ ?

MONDAY, 23RD NOVEMBER, 2 TO 4 P.M.

URIYA : TRANSLATION.

I. Translate into Uriya :— [See Urdu Translation paper, page clxxi.]

II. Translate into English :—

i. 1. ଧର୍ମ ଯୁକ୍ତ ବଚନ କହୁଣ ଯୋଦ୍ଧା କୁଳ । ମନ ତାଙ୍କଠାରୁ ବଗ୍ରଅ ଆବଳ ॥ ତୁମ୍ଭ ବାଣୀ ଘନକୁ ଘୁରୁବ ପବନ । ବଦ୍ଧୁର ହୋଇ ବଢ଼ାଇବେ ତା ବବନ ॥ ଭୀଷ୍ମ ଦ୍ରୋଣ କୃପ ଗିରିବ ଘୋଡ଼ାଇ । ବଅ ସେହି ଘନରେ କହୁଅଛି ମୁହି ॥ ଏହି ସ୍ୱକାଶରୁ ଦୁର୍ଯ୍ୟୋଧନ ଦୁଖୀ । ହୋଇ ନଭ ବସ୍ତିବ ବଗ୍ରରକୁ ଯୋଖି ॥ ଏ ଛିବ୍ର ପାଇ କରି ପାଣ୍ଡବେ ଗ୍ରଜକୁ ଲ । ସମୀପରେ ଆଣ କରିବେ ଜାଣି ଠୁଲ ॥

2. ଅର୍ଜୁନଙ୍କ ବଶିମ କୃଷ୍ଣଙ୍କ ବଗ୍ରରକୁ । ଜାଣିଛୁ ଯେ ଯାଇ କ ଯୁଝିବ ତାହାଙ୍କୁ ॥ ମରଣକୁ ଇଚ୍ଛାଟରେ ଲୋଡ଼ାଇ ଅଣାଇ । ନବଅ କୁଳ ବାଳ ସମୁଦ୍ରେ ବୁଡ଼ାଇ ॥ ପାଣ୍ଡବଙ୍କୁ ଭଗ ବେଇ ଧର୍ମ ଭେଲା । ପାଇ କରି ପାଅ ସେ ଜଳର ବେଳା ॥

3. ଗ୍ରଜଋଷିମାନଙ୍କ ଧର୍ମକୁ ଆଚରି । ଘୁରନର ମଲରେ ହୁଅନ୍ତୁ ଆବରୀ ॥ କଲାକୁଢ଼ କଲା ବରଇ ସଂହାର । ଶୁକଲରେ ସିନା ବଶଇ ତ ର ଭାର ॥

4. କାହାରତ ପରାଜୟ ହେବ ମାହିଁ । ପ୍ରଳୟକାଳ ଅବା ବହ୍ନି ଆଣି ବହ ॥ ଏହା ଜାଣି କୃଷ୍ଣଙ୍କୁ ପ୍ରାର୍ଥନା ନମସ୍କାର । କରୁଛି ବଗ୍ରନ୍ତ ଏ ପାଣ୍ଡବ କୁରୁଙ୍କର ॥ ପିରତକ ମଲରେ ଅତ ଗୋଖବହ । ନୋହିଲେ ଏ ସଂସାରେ ଭଲଗତ ନାହିଁ ।

5. ଦୁର୍ଯ୍ୟୋଧନ କର୍ଣ୍ଣ କଥାରତ୍ନେ ଭୁଲ । ମଲେ ବୋଲ ପାଣ୍ଡବେ ପକାଏ ଗେଲେ ଗ୍ରଲ ॥ ଜାଣିତ ନାହିଁ କେଉଁ ଣସିକାଳେ ଆମ୍ଭେ । କର୍ଣ୍ଣ ଘେନ ରକ୍ଷା ହୋଇଛ ବୋଲ ତୁମ୍ଭେ ॥

6. ବ୍ରୋପବୀ ବଣ୍ଡବୃକ୍ଷ ପାଣ୍ଡକ ବୃବଭାଗ । ଭୂମି-କ ପାଇ ଶୋ ଧଜଳରେ ସ୍ୱଗ ଗ । ହୋଇ କରି ବଢ଼ିଅଛି ଲୁରୁ ଲୁଲ । ନମ୍ର ଲ କରିବ ସେ ଫଳିବ ଯେବେ ଫଳ ।। ଭୀଷ୍ମ ବ୍ରୋଣ ଲୁଢ଼ା ଯୋଡ଼ାଏ ଥାଇ କରି । ଭୁନ ହେଲେ ବୁଯେ ଯାଧନକୁ ନ ଭଆର ।।

ii. ଆମ୍ଭମାନଙ୍କର ବେଶ ଜ୍ୱର, ଓଲାଉଠା, ପ୍ରଭୃତି ଭୟାନକ ରୋଗମାନଙ୍କର ଆବାସଭୂମିହୋଇ ଅଛି । କେତେକ ବସ୍ତ୍ର ମଧ୍ୟରେ ଶତ ୨ ଗ୍ରାମ ଏକାବେଳେକେ ଶ୍ରୀଭ୍ରଷ୍ଟ ହୋଇ ଯାଇଅଛି । ଏବଂ ବର୍ତ୍ତମାନ ସଂସ୍ଥାରେ ମଧ୍ୟ ନାନା ସ୍ଥାନ ପୀଡ଼ାର ଆତିଶଯ୍ୟ ବଶତଃ ବାସର ଅଯୋଗ୍ୟ ହୋଇ ଯାଉ ଅଛି । କେଉଁ କାରଣରୁ ଏହି ସକଳ ବୁଧ ଟଣା ହେଉଅଛି ବା କେଉଁ ଉପାୟରେ ସେମାନଙ୍କର ପ୍ରତିବିଧାନ ହୁଏ, ତଦ୍ବିଷୟରେ ଅନେକେ ମଧ୍ୟ ଔଦାସୀନ୍ୟ ପ୍ରକାଶ କରି ଥାନ୍ତି । ଭୌତିକ ଓ ଶାରୀରିକ ନିୟମ ଲଙ୍ଘନ କଲେ ଯେ ଆମ୍ଭମାନଙ୍କୁ ରୋଗଗ୍ରସ୍ତ ଓ ମୃତ୍ୟୁମୁଖରେ ପତିତ ହେବାକୁ ହୁଏ ତାହା କେହି ବୁଝନ୍ତି ନାହିଁ । କେହି କେହି ଅଳ୍ପ ପରିମାଣରେ ବୁଝିଲେ ମଧ୍ୟ ଅଭ୍ୟାସ ଓ ଅବସ୍ଥା ଦୋଷରେ ନିୟମ ପାଳନ କରି ପାରନ୍ତି ନାହିଁ । କେହି କେହି କହନ୍ତି, ଆମ୍ଭେମାନେ ଈଶ୍ୱରଙ୍କ କୋପାନଳରେ ପତିତ ହୋଇ ଅଛୁଁ ବୋଲି ଏରୂପ ଯନ୍ତ୍ରଣା ଭୋଗ କରୁଅଛୁଁ । କେହି ୨ ବା କହନ୍ତି, ଆମ୍ଭମାନଙ୍କର ପୂର୍ବପୁରୁଷମାନେ କୌଣସି ନିୟମ ପ୍ରତିପାଳନ ନ କରି ସ୍ୱଚ୍ଛନ୍ଦ ଶରୀରରେ ଦୀର୍ଘାୟୁ ହୋଇ କାଳଯାପନ କରି ଥିଲେ । ଆମ୍ଭମାନେ କାହିଁକି ନିୟମାଧୀନ ହେବୁଁ । ଏପରି ତର୍କ ତ ମସଙ୍କୁଳ କହିବାକୁ ହେବ । ଅତିଭୋଜନ, ଦୁର୍ଗନ୍ଧମୟ ବାୟୁ ସେବନ, ଅପରିଷ୍କୃତ ଓ ଆର୍ଦ୍ର ଗୃହରେ ବାସ, ଅତିଶୟ ଶୀତ ବା ରୌଦ୍ର ଭୋଗ ପ୍ରଭୃତି ଅନ୍ୟାୟ ଆଚରଣ କଲେ, ଶରୀରରେ କୌଣସି ରୋଗର ଅବଶ୍ୟ ପ୍ରାଦୁର୍ଭାବହେବ ।

iii. ସର୍ବଜ୍ଞ ହସି କରି କହିଲେ, ହେ ମହାରାଜ, ଏ ଶଙ୍କାସ୍ପଦ ନୁହେ ; ଯେହେତୁରୁ ଏ ଦୂରଦର୍ଶୀ ମହାଶୟ, ସୁଲକ୍ଷ୍ମ ଈଶ୍ୱାସଭୂମି, ଯେଉଁ ମାନେ ଧୀରମନା ସେ ଭୟର କାରଣ ନୁହନ୍ତି । ବୁଦ୍ଧିମାନ୍ ହଂସ କୁମୁଦ ମୃଣାଳ ଅନ୍ୱେଷଣ କରୁ ରାତ୍ରିକାଳରେ ସରୋବରରେ ଅନେକ ନକ୍ଷତ୍ରର ପ୍ରତିବିମ୍ବ ଦେଖିବା ହେତୁରୁ ବଞ୍ଚିତ ହୋଇ ଦିବସରେ ମୁଗ୍ଧା ଭାଗ୍ ଶଙ୍କାରେ ଆବଦ୍ଧ ହୋଇ ଶୁକ୍ଳପକ୍ଷକୁ ବଂଶନ କରେ ନାହିଁ ; କାହିଁକି ନା, କାପଟ୍ୟ ବଞ୍ଚିତ ଲୋକ ଯଥାର୍ଥ ରେମଧ୍ୟ ବିପଦ ଜ୍ଞାନ କରେ । ଯେଉଁ ଲୋକର ଅନୁଃକରଣ

ବୁଦ୍ଧି ଲୋକ ଭାଗ୍ ବୃଦ୍ଧି ହୁଏ ସେ ସୁଜନ ଲୋକଠାରେସୁଦ୍ଧା ପ୍ରତୀତ କରେ ନାହିଁ । ପାୟସରେ ବିଗ୍ଧ ବାଳକ ବଧୂକସୁଦ୍ଧା ଫୁଙ୍କି କରି ଖାଏ ।

MONDAY, 23RD NOVEMBER, 4-5 TO 5-5 P.M.

VERNACULAR COMPOSITION.

Write an essay in your vernacular on *one* of the following subjects:—

1. The earth as modified by human action.
2. The industries of Great Britain as compared with those of India.

OPTIONAL BRANCHES.

BRANCH I.

MONDAY, 18TH JANUARY, 1892, 10 A.M. TO 12 NOON.

GEOMETRY.

N.B.—Full marks will be awarded for answering about three-fourths of the paper.

I. If two triangles have one angle of the one equal to one angle of the other and the sides about one other angle in each proportional, so that the sides opposite to the equal angles are homologous, the triangles have their third angles equal or supplementary.

From the centre of similitude O of two circles A and B, any straight line $OPpqQ$ is drawn cutting A in P, p and B in Q, q. Prove that the ratio $Pp : Qq$ and the rectangle $OP.OQ$ are both constant.

II. Draw a perpendicular to a plane from a given point without it.

In a tetrahadron the straight line, joining the middle points of one pair of opposite edges, is at right angles to both the edges. Prove that of the other four edges any one is equal in length to the opposite one.

III. Define a conic, and shew that the semi-latus-rectum is a harmonic mean between the segments of any focal chord.

If a circle cut a conic at the extremities of two focal chords, then these chords must be equal.

IV. The circle circumscribing the triangle formed by three tangents to a parabola passes through the focus.

If ABC be the triangle and S the focus, then the perpendiculars drawn from A,B,C to SA, SB and SC respectively are concurrent.

V. Prove that in a central conic $PN^2 : AN.NA'$ in a constant ratio.

If AQ, drawn perpendicular to PA, meet $A'P$ produced in R, the locus of R is a straight line.

VI. If two chords of an ellipse intersect, the rectangles contained by their segments are to one another as the squares of the diameters parallel to them.

If PCP' be one of the equi-conjugate diameters of an ellipse, the circle of curvature at P meets the ellipse again at P'.

VII. From any point Q on an asymptote of a hyperbola, QM and QN are drawn perpendicular to the axes CA,CB meeting the hyperbola and its conjugate at P, D respectively. Shew that CP, CD are conjugate diameters and $CP^2 \backsim CD^2$ is constant.

VIII. A plane cuts all the generating lines of a cone on the same side of its vertex. Shew that the section is an ellipse.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

ALGEBRA AND PLANE TRIGONOMETRY.

I. Prove that

$$\frac{a^2(b-c)}{b+c-a}+\frac{b^2(c-a)}{c+a-b}+\frac{c^2(a-b)}{a+b-c}+\frac{(a+b+c)^2(b-c)(c-a)(a-b)}{(b+c-a)(c+a-b)(a+b-c)}=0.$$

II. If N denote any number in the scale of r and D denote the difference between the sums of the digits in the odd and the even places, then $N-D$ or $N+D$ is a multiple of $r+1$.

If the digits of N be equal at equal distances from the ends, shew that the digits of $N/(r+1)$ are also equal at equal distances from the ends.

III. Calculate the purchase price of a given annuity to commence m years hence and to continue for n years.

A municipality borrows four lacs of rupees at $4\frac{1}{2}$ % compound interest. Shew that it can pay off both principal and interest by 30 equal annual payments of Rs. 24,556-9-10: having given $\log 1{\cdot}045 = {\cdot}0191163$; $\log 2{\cdot}67 = {\cdot}4265110$.

IV. Find the number of positive integral solutions of the equation $x+2y+3z=100$, zero values being *excluded*.

V. Shew that the sum of the reciprocals of the roots of the equation $\frac{1}{x}+\frac{1}{x-a}+\frac{1}{x-b}+\frac{1}{x-c}=\frac{1}{x-2a}+\frac{1}{x-2b}+\frac{1}{x-2c}$

is $2\left(\frac{1}{a}+\frac{1}{b}+\frac{1}{c}\right)$.

VI. Shew how to express $x^3 - qx + r$ as the difference of two cubes. Solve $x^3 - 3x^2 - 21x - 25 = 0$.

VII. Prove that an odd number of the real roots of $f'(x) = 0$ lies between every adjacent two of the real roots of $f(x) = 0$; and shew how the number of real roots of $f(x) = 0$ may be found when the real roots of $f'(x) = 0$ are known.

VIII. Shew that the solution of $x^{11} - 1 = 0$ can be made to depend on that of a quintic.

Write down all the roots of $x^{11} - 1 = 0$ and *deduce* those of the quintic.

IX. If n be an odd number, prove that

$$\sin na = n \left\{ \sin a - \frac{n^2-1}{\lfloor 3} \sin^3 a + \frac{(n^2-1)(n^2-9)}{\lfloor 5} \sin^5 a - \ldots\ldots\ldots\ldots \right\}$$

What is the last term of the series?

X. Write down the expansions of $\tan^{-1} x$ and $\log_e(1+x)$ $l(1-x)$ in ascending powers of x.

$$\text{Prove that } \frac{1}{3 \cdot 3} + \frac{1}{7 \cdot 3^3} + \frac{1}{11 \cdot 3^5} + \frac{1}{15 \cdot 3^7} + \ldots\ldots\ldots =$$
$$\left\{ \log (26 + 15\sqrt{3}) - \pi \right\} \div 4\sqrt{3}.$$

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ANALYTICAL GEOMETRY.

I. 1. Prove that the equation $ax + by + c = 0$ represents a straight line.

2. Find the area of the triangle formed by the straight lines $y = mx$, $x = c$, $\frac{x}{a} + \frac{y}{b} = 1$, and deduce the condition that they should concur.

3. Find an expression for the tangent of an angle between the straight lines represented by $ax^2 + 2hxy + by^2 = 0$.

II. Find the equation to the tangent, at a given point, to a circle represented by the general equation of the second degree.

The distances from the origin, of the centres of three circles of the system $x^2 + y^2 - 2gy = c^2$ (where c is constant and g variable) are in geometrical progression. Shew that the lengths of the tangents to them from any point of the circle $x^2 + y^2 = c^2$, are in geometrical progression.

III. A straight line through a fixed point O, cuts a circle in P, Q, and a point R is taken such that OP, OR, OQ, are in harmonic progression. Find the locus of R.

IV. If the equation $ax^2 + 2hxy + by^2 + 2gx + 2fy + c = 0$ be transformed to any other system of *rectangular* axes, through the same origin, shew that the quantities $a + b$, $ab - h^2$, $f^2 + g^2$, are constant in value.

V. Find the equation to an ellipse in polar co-ordinates, the focus being the pole, and the axis, the initial line. From any point P of a conic, PQ is drawn without the curve, such that PQ is equal to the focal radius SP and the angle SPQ is constant. Find the locus of Q.

VI. Find the locus of the intersection of a pair of tangents at right angles, to an ellipse represented by the general equation of the second degree.

Find the equation to the normal at any point of $\frac{x^2}{a^2}+\frac{y^2}{b^2}=1$ in the form $y=mx-\frac{(a^2-b^2)m}{\sqrt{a^2+b^2m^2}}$.

VII. Find the condition that the lines $Ax^2+Bxy+Cy^2=0$ may be conjugate diameters of the conic $ax^2+bxy+cy^2=1$.

VIII. Find the condition that the general equation of the second degree shall represent a hyperbola, and find the equation to that diameter of it which passes through the origin.

IX. Show that the axis of the curve $\sqrt{ax}+\sqrt{by}=1$ is represented by the equation $ax-by=\frac{a^2-b^2}{a^2+b^2}$.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

DIFFERENTIAL CALCULUS.

I. Explain the symbol $\frac{dy}{dx}$. If A be the area of a curve referred to polar co-ordinates, shew that $\frac{dA}{d\theta}=\frac{r^2}{2}$.

Differentiate with respect to x,

$$x^{nx},\ \tan\frac{1}{x},\ \text{and}\ \tan^{-1}\sqrt{\frac{a^2-x^2}{a^2+x^2}}.$$

II. Enunciate Taylor's theorem. Deduce McLaurin's theorem from it, and expand $e^{x\cos x}$ to four terms in x.

III. Investigate the conditions that $f(a)$ may be a maximum or minimum value of $f(x)$.

If $\frac{du}{dx}=(1-x)(2-x)^2(3-x)^3$, find the values of x corresponding to the maximum and minimum values of u.

A given length of wire is bent into the form of a circular sector. Find the angle of the sector when the area is a maximum.

IV. Define the envelope of a family of curves. Shew that it touches each of the intersecting members of the family.

If a circle roll on a given straight line, find the envelope of its diameter.

V. If ϕ be the angle between the radius vector and the tangent at the point (r, θ), show that $\tan \phi = r\frac{d\theta}{dr}$.

VI. In the curve $r = 2a \sin^2 \frac{\theta}{2}$, show that the angle is always half the vectorial angle.

Find the length of the perpendicular from the origin upon the tangent.

1. Show how to find the asymptotes of an algebraic curve.

2. Find the asymptotes of the curve $x^4 - 5x^2y^2 + 4y^4 - 6xy^2 - x^2 - 4y^2 = 0$. Shew that they each meet the curve again in two points which lie on the circle $x^2 + y^2 - 1 = 0$.

VII. Shew how to determine the existence of a double point. Ex. Find one in the curve $(y-c)^2 = (x-a)^6 (x-b)$, where a is greater than b. Trace the curve. How is it modified if b be greater than a?

1. Find the radius of curvature at the point (x, y) of a curve.

Find the radius of curvature at the point $(a, 0)$ in the curve $xy^2 = a(a-x)$.

2. Shew that there is a point of inflexion where $x = \frac{3a}{4}$.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

N.B.—Full marks will be awarded for answering about four-fifths of the paper.

I. 1. A point moves with a velocity u and a constant acceleration f for t seconds. Shew that the space described is $ut + \frac{1}{2}ft^2$.

2. A point having a certain constant acceleration attains a velocity of 40 miles an hour from rest in going 1 mile. The acceleration is then changed into a constant retardation so that the point comes to rest in 440 yards more. Compare the magnitudes of the acceleration and the retardation.

II. Two equal circles touch each other. Two moving points start in opposite directions from the point of contact, and move on the circles with equal uniform velocity. Prove that the path of each, relative to the other, will be a circle whose radius is equal to the diameter of either of the first circles.

III. 1. Define mass and momentum.

2. A cannon is free to move. Find its velocity on being fired, supposing it to weigh 200 lb., the bullet weighing 5 lb. and being projected horizontally with a velocity of a mile in 5 seconds.

IV. 1. Explain the meaning of the term hodograph.

2. Shew that the hodograph of a point moving with constant velocity in a circle is a circle, and find the acceleration with which it moves.

3. An engine of 60 tons is going round a circular railway curve of 200 yards radius at the rate of 30 miles an hour. Find the horizontal pressure of the rails on the wheels.

V. 1. Define work. How is it measured?

2. Find the number of foot-poundals done by a man of 10 stone in descending 100 yards.

3. Find the greatest uniform velocity with which an engine, capable of producing 140,000 foot pounds of work per second, can draw a train of 100 tons along a horizontal plane, the resistance due to friction, &c., being $\frac{1}{80}$ of the weight.

VI. 1. State in any three different forms you like the conditions sufficient to keep in equilibrium a system of forces in one plane.

2. A uniform rod AB of weight W has at each end small rings which slide on a circular wire whose plane is vertical and whose radius is $2AB$. Determine the position in which the rod rests, and the action at each end of it.

VII. 1. Define and illustrate the different kinds of equilibrium.

2. Find how many coins of the same size, the thickness of each being a sixteenth part of the diameter, can stand in a cylindrical pile on an inclined plane of which the height is a fourth of the base, assuming that there is no slipping motion.

VIII. 1. What are the requisites of a good balance?

2. How does the spring balance help to show that the weight may vary though the mass is constant?

3. Find the distance between the graduations for 5 lb. and 6 lb. in a common steel-yard, when the fulcrum is 2 inches from the scale pan and the movable weight is $\frac{1}{2}$ lb.

IX. 1. Find the condition of equilibrium in the third system of pulleys, taking the pulleys to be heavy.

2. If there are three movable pulleys weighing 2, 4 and 6 lb respectively, how would you arrange them according to the third system so as to require the smallest power to support a given weight, and how the greatest? What is the power in each case when the weight is 100 lb.?

X. 1. Define angle of friction and coefficient of friction, and state the laws of limiting friction.

2. Find the greatest angle at which a plane may be inclined to the horizon so that three equal weights whose coefficients of friction are ·5, ·6, ·7 respectively may when connected by strings rest on it without sliding, supposing the weights to be so placed on the plane that each is rougher than the one next below it.

XI. A triangular board of uniform thickness is placed with its base on a smooth inclined plane, its vertex being connected with a string parallel to the plane which passes over a smooth pulley and sustains a weight. If the angles at the base of the triangle be α, β,

and θ the greatest inclination of the plane consistent with equilibrium, show that

$$\tan\theta = \tfrac{1}{2}\cot\alpha + \cot\beta.$$

XII. 1. Show that when a point is moving in simple harmonic motion, its velocity is greatest at the centre, and that its acceleration is greatest when the velocity is zero.

2. A point has a simple harmonic motion whose period is 4 min 12 sec. Find the time during which its phase changes from $\frac{1}{12}$ to $\frac{1}{8}$ of a period

XIII 1. An imperfectly elastic body of mass m and velocity u impinges on a plane. Find the velocity and direction of motion after impact.

2. A particle is projected from a point on an inclined plane of inclination α with a velocity v at an inclination β to the plane. Find the time between the nth and $\overline{n+1}^{th}$ rebounds, the coefficient of restitution being e.

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

I. Find an expression for the sine of half an angle of a spherical triangle in terms of the sides.

Shew that $\sin a \sin b \sin c \sin\frac{A}{2}\sin\frac{B}{2}\sin\frac{C}{2} = \frac{n^2}{\sin s}$

where $4n^2 = 1 - \cos^2 a - \cos^2 b - \cos^2 c + 2\cos a\cos b\cos c$.

Give an example of the use of the property of the Polar triangle in deriving a reciprocal theorem from a given theorem.

II. Prove that, in any spherical triangle

$\cot a \sin b = \cot A \sin C + \cos b \cos C$, and employ this relation or any one of the five similar relations to find the length, from the vertex to the base, of the bisector of the vertical angle of a spherical triangle, given the vertical angle and the sides containing it.

III. If E is the spherical excess, find the values of $\sin\frac{1}{2}E$ and $\cos\frac{1}{2}E$ in terms of the sides and one angle. Prove that in a right-angled triangle $\tan\frac{1}{2}E = \tan\frac{1}{2}a\tan\frac{1}{2}b$.

IV. Give definitions of the following terms, illustrating your definitions by reference to one diagram representing all the quantities defined:—Right ascension, Prime vertical, Hour angle, Meridian.

What causes make the latitude defined astronomically different from the geographical latitude? Under what circumstances and at what places can the Prime Vertical and the Ecliptic coincide?

BENGAL SECRETARIAT

V. Name the usual methods employed to determine terrestrial longitude. Describe any one of these in detail.

The interval between two successive transits of the same star across the prime vertical was observed to be 4 hours, the declination of the star being $\tan^{-1}(\frac{1}{4})$. Find the latitude of the place of observation.

VI. Explain with diagrams the *phases of the moon.*

To what cause is due the fact that the moon always presents, within very narrow limits, the same face to the earth ?

VII. Explain clearly what is meant by the "annual motion of the sun."

Define the "equation of time" and trace the changes in that portion of it which is due to the unequal motion of the sun.

VIII. Name the elements of a planet's orbit, and point out those which relate to the orbit alone, and those which determine the planet's position in the orbit.

IX. To what cause is astronomical Refraction due ?

How does refraction affect

(1) The Zenith distance of a star on the meridian.
(2) The times of the sun's rising and setting.
(3) The azimuth of a heavenly body at rising or setting ?

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HYDROSTATICS, PNEUMATICS AND OPTICS.

N.B.—Full marks will be awarded for answering about four-fifths of the paper.

I. Explain a method of comparing the specific gravities of a solid and a liquid by means of the Hydrostatic Balance (1) when the solid is the heavier, (2) when the liquid is the heavier.

A piece of cork weighing 3·55 grams has attached to it a piece of copper wire, and the combination is found to weigh 1·28 grams in water. The wire alone weighs 6·25 grams in water. Find the specific gravity of the cork.

II. Prove that the pressure at any point in a liquid is proportional to the depth below the surface.

Shew that if the height of the barometer varies from one end of a lake to another, there will result a heaping up of the water on one side.

In a circular lake 100 miles in radius, the mercury rises at the rate of ·001 inch per mile from the centre. Find the difference beween the levels of the water at the centre and at the edge, the specific gravity of mercury being 13·6.

III. Prove that the 'whole pressure' of a liquid on a surface immersed in it is equal to the height of a column of the liquid, of

which the base is equal to the area of the surface, and the height is equal to the depth of the centre of gravity of the surface.

Shew that if a plane area be immersed in a liquid with its plane vertical, the rectangle contained by the depth of its centre of gravity below the free surface, and the vertical distance between the centres of gravity and pressure is a constant.

IV. Find the condition of equilibrium of a body floating partly immersed in a liquid, and free to turn about a fixed point.

A square lamina floats partly immersed in a liquid of four-thirds its density. The lamina is free to turn about an angular point which is below the surface, and in the position of equilibrium the opposite angular point is in the surface. Shew that the diagonal joining these points makes the angle $\tan^{-1}3$ with the vertical.

V. State the law of Boyle and Mariotte, and describe any experiment for verifying it.

A cylindrical vessel is closed by a lid through which passes a long vertical tube, extending to the bottom of the vessel. If water be poured into the tube until the water in the cylinder rises half way up its side, shew that the difference of level between the water in the tube and the water in the cylinder will be equal to the height of the water barometer.

VI. Give a sketch of the hydraulic ram, and explain its mode of action.

VII. An object is viewed through any combination of optical instruments. When is the image said to be real, and when virtual? Of which kind is the image of an object made (1) by a plane mirror, (2) by a concave mirror?

VIII. Prove the formula $\frac{1}{p} + \frac{1}{q} = \frac{2}{r}$ connecting the distances of the foci of a directly incident pencil from the centre of a spherical reflecting surface.

Two concave spherical mirrors of equal radius r are situated on the same axis, and have the same centre. A pencil of rays proceeding from the principal focus of one mirror is directly incident on the other, and is reflected backwards and forwards. Shew that the nth geometrical focus is distant $r \div 2\,(n + 1)$ from the centre.

IX. Find the relation connecting the distances of two conjugate foci from a thin lens.

The curved surface of a thin plano-convex lens is silvered, and an image of a luminous point on the axis is formed by two refractions (at the plane surface) and one reflection at the curved surface. Shew that the position of the image is unaltered if the lens be removed and a concave spherical reflecting surface be substituted the radius of which is to the radius of the curved surface of the lens as $1 : \mu$.

X. Give a general explanation of the formation of the primary rainbow.

BRANCH II.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Define the gravitation and C. G. S. units of force and of energy; and find the numerical relations between them.

II. 1. How may a cone be placed on a table to illustrate the three states of equilibrium?

2. I have a spirit level that I suspect to be incorrect. How can I test this? How can I use it, even if incorrect, to test the horizontality of a table?

III. State Boyle's Law, and describe the experimental verification of it. Is the law unconditionally true?

IV. Briefly describe Lissajous' experiments, and state what they are meant to shew.

V. Give any method by which you might practically find the relative velocities of sound in glass and in steel.

VI. Define clearly what is meant by the heat-conductivity of a rod of copper. If we have two similar rods of copper and of iron, each two feet long, heated at one end by the same source of heat, why will the temperature at the end of the iron rod not rise so high as that at the end of the copper rod?

VII. 1. Distinguish the two specific heats of a gas. Which is the greater and why?

2. If 1lb. of steam at 100°C be passed into 20lb. of ice-cold water, what will be the temperature of the mixture?

VIII. 1. Explain briefly why a beam of light cannot pass through a glass prism whose refracting angle is 85°, but can pass through a water prism of that angle.

2. Should a photographer bring the plate of his camera nearer to or farther from the lens for a more distant object? Give the reason.

IX. Shew by a figure the path of the light through an ordinary single-prism spectroscope. Explain the use of (1) the collimator and (2) a narrow slit; in what parts of the solar spectrum are the A, B, C, D, E, F, G, H dark lines to be found?

X. How may we compare the horizontal intensity of the Earth's magnetism at two places? A horizontal needle balanced in London seems to have its S. end too heavy when brought out to India. Why is this?

XI. Define unit quantity of electricity, electric potential, electric density, and electric capacity. Two equal balls A and B with charges of 8 and 12 units of electricity repel with a force of 6 dynes at a distance of 100 cms.; with what force will they repel if, after touching each other, they are placed at a distance of 4 cms?

XII. 1. In what circumstances is it useful, and in what useless, to increase the number of cells of a galvanic battery? Explain clearly.

2. Compare the currents given by a battery of 8 Daniell's cells arranged (*a*) in series, and (*b*) abreast, the resistance of each cell being $\frac{3}{4}$ ohm, the external resistance 60 ohms, and the E. M. F. of each cell 1.1 volts.

XIII. State the laws that hold for the mutual action of currents on currents. Shew by a figure the direction of the current induced in a coil by the rapid approach of a N. magnetic pole.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

CHEMISTRY, GENERAL.

I. Give half a dozen examples of bodies you have experimented with which possess in a marked degree chemical potential energy, and in each case state the conditions which are necessary for the manifestation of the energy.

Mention the chief transformations which chemical potential energy undergoes during chemical changes, giving examples from your own experience. Give an instance of the transference of chemical potential energy from one body to another.

How many foot-pounds of energy are required to completely decompose one pound of carbon dioxide?

(When one pound of carbon is burnt in the air 8,080 units of heat are produced. The mechanical equivalent of heat is to be taken as 1390.)

II. One of the oxides of nitrogen with a vapour density of 22 contains 36·36 per cent. by weight of oxygen, and another with a vapour density of 15 contains 53·33 per cent of oxygen. Compare the weights of oxygen present in the molecular weights of these compounds.

If similar calculations are made with other gaseous oxygen compounds, what relation will the weights of oxygen contained in their molecular weights bear to the above calculated weights?

For what purpose do chemists make these calculations?

III. 2·05 grms. of a substance have the following composition:—

Copper	·5230.
Sulphur	·2630.
Oxygen	·5260.
Water which is driven off from the substance at about 140° *C.*	·5911.
Water which remains in the substance at 140° *C.* but is driven off at about 260° *C.*	·1469.
Total ...	2·0500.

Calculate a formula for the compound.

If the atomic weights of copper, sulphur, and oxygen were half those now in use (H = 1), what would be the formula of this compound? Compare the information obtainable from the above formula with that which can be obtained from the formula of ammonia and marsh gas, and give the reasons for the difference, if any.

[O = 16, S = 32, Cu = 63·5].

IV. When steam is passed over coke or charcoal heated to bright redness, and then over slaked lime, an inflammable gas, called "Water-gas," is produced. What is the nature of the actions which take place, and what is the composition of this "Water-gas"?

Why is it difficult to detect an escape of "water-gas" in a house as compared with an escape of coal gas?

The breathing of this "water-gas" has often caused serious injury and sometimes death. To what is this injurious effect due? What is the source of the energy of the "water-gas"?

V. Two dishes containing burning charcoal are taken; to one sulphur is added and to the other nitre. Describe and explain what takes place in each case.

What volume of air at the standard temperature and pressure would have to be taken in order to contain as much oxygen as can be produced by heating one cubic centimetre of potassium chlorate?

What light does this calculation throw upon the behaviour of potassium chlorate when heated with charcoal?

[O = 16, Cl = 35·5, K = 39. The sp. gr. of potassium chlorate is 2·3. One gramme of hydrogen occupies 11·16 litres.]

VI. A white solid is soluble in water and its solution when treated with hydrochloric acid gives a precipitate insoluble in excess.

The precipitate is insoluble in nitric acid, but soluble in a solution of sodium hydroxide. The precipitate when heated alone or before the blowpipe is infusible, but dissolves with effervescence in melted sodium carbonate. State as far as is possible from the above reactions the chemical nature of the white solid, and explain all the above results, positive and negative.

VII. How would you proceed in order to separate aluminium from clay?

In the preparation of aluminium on a large scale, sodium is used in preference to potassium because, for one reason, a smaller quantity of sodium suffices to do the same amount of chemical work. Explain why this is so.

What is the action of aluminium on a solution of caustic potash? The action is of interest in connection with a common definition of an acid. Explain this statement.

The term clay is sometimes metaphorically applied to the body of man. What support does chemistry give to this usage?

VIII What are the chemical relations of magnesium with the alkaline earth group and with the zinc group?

Compare the behaviour with water of the oxides, chlorides, sulphides, and sulphates of all these metals.

Point out the numerical relations which have been shown to exist between the atomic weights of the members of these groups.

With what compounds are magnesium compounds found associated in nature? Name three or four important rock-forming magnesium minerals.

[The atomic weights of magnesium, the alkaline earth metals, and the metals of the zinc group are as follows:—24, 40, 87·5, 137, 65, 112.]

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

CHEMISTRY.

Practical Examination.

Two dry powders marked *A* and *B* are given for analysis. Ascertain their composition by dry tests as well as wet ones. Each step in the analysis is to be carefully noted down, and no credit will be given for results which are arrived at from incomplete working.

BRANCH II.A.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

I. Assuming the truth of the 'parallelogram of accelerations,' prove the 'parallelogram of forces.'

ABCD is a quadrilateral, and the angles *DAB*, *BCD* are right angles. Forces represented by *AB*, *AD* act at *A*, and by *CB*, *CD* at *C*. Show that the direction of the resultant bisects the angle *AEC* where *E* is the middle point of *BD*.

II. Determine the resultant of two parallel forces acting in opposite directions.

A uniform rod, 10 feet long, and weighing 105 lb. is hung by two ropes, attached to its ends, to a beam in the ceiling of a room. This beam is 20 feet long, weighs 150 lb., and rests with its ends on two opposite walls of the room One of the ropes is 5 yards long, the other 3 yards, and the latter is attached to a point 2 feet from the middle of the beam. In the position of equilibrium of the rod, the ropes are vertical. Find the pressures on the walls.

III. Define the term "centre of gravity."

In the side *CD* of a square, a point *E* is taken, and the

triangle ADE is cut off. Find the greatest length of DE so that the figure $ABCE$ may just be able to stand on CE, when placed on a horizontal plane, without toppling over.

IV. A weight W is in equilibrium on a plane inclined at an angle α to the horizon, when acted on by a force P parallel to the base of the plane. Find the pressure on the plane and the relation between P and W.

A weight of 20 lb. is placed on an inclined plane whose angle is 45°. What force acting parallel to the plane will keep it at rest, and what will be the pressure on the plane?

V. Define the 'mechanical advantage' of a machine.

Find the relation between the power and the weight in that system of pulleys in which each string is attached to the weight, when the power is equal to the weight of the lowest pulley, and each pulley weighs three times as much as the one immediately below it, the number of movable pulleys being three.

VI. Define the terms 'acceleration,' 'impulse,' 'mass,' 'weight.'

Express a velocity of 44 feet per second, and an acceleration of 1 foot per second per second in the terms of the units mile, and day.

VII. A particle is moving with uniform acceleration. Find the space passed over in the latter half of the nth second.

A body falls freely from rest. In what second during its fall will it describe a space equal to ten times the space described in the second second of its fall?

VIII. State Newton's second law of motion, and show how it enables us to measure forces.

A mass of 6 lb. is suspended by a thread whose breaking stress is 9 lb. Show that if a vertical force be now applied at the end of the thread, sufficient to cause the mass to move vertically upwards with an acceleration exceeding 16 feet per second per second, the thread will break.

IX. A force P acts on a mass m at rest for t seconds. Show that the gain in the mass's kinetic energy is equal to the work done on it by P.

An engine is working at the rate of 10 horse-power against the friction of blocks of wood pressed against its fly wheel. The diameter of the wheel is 8 feet and it is making 120 revolutions per minute. What is the frictional force opposing the wheel in turning.

X. A train is moving on horizontal rails at the rate of 15 miles an hour. If the steam be suddenly turned off, how far will it go—from this point—before it stops, the resistance being taken at 8 lb. per ton?

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Define energy, and say by what it is measured. Trace the transformation of energy 1. in a vibrating pendulum. 2. when a rifle bullet is fired at and hits an iron target.

II. What do you mean by surface tension? Illustrate your answer by examples. Explain in what respect the molecules on the surface of a liquid differ from those below the surface.

III. Describe and explain the action of any well-known form of mercury air pump.

IV. What is meant by the occlusion of gases? State any remarkable cases of occlusion.

V. How did Newton calculate the velocity of sound in air? Explain the reason for the difference between the velocity thus calculated and that found by experiment.

VI. State the laws of the vibration of strings, and describe how they may be experimentally verified.

VII Explain the production of beats when two notes are sounded together which are not in unison.

VIII. A totally reflecting prism is frequently used in optical instruments: explain clearly the principles involved in its use.

IX. Describe one experiment on the interference of two rays of light, and show how the observed effects can be explained by the undulatory theory

X. A beam of light falls on a rhomb of Iceland spar. How would you prove that the two emergent beams are polarized in planes at right angles to each other?

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

PHYSICS.

Heat and Electricity.

I. Describe Dulong and Petit's method of finding the coefficient of absolute expansion of mercury. Explain how this constant is of service in finding the coefficient of expansion of any other liquid.

II. A mass of 2 lb. of iron (specific heat 0·112) is heated to an unknown temperature and dropped into a copper calorimeter (mass 12 oz. and specific heat 0·095) which contains 6 lb. of water. The temperature of the calorimeter and its contents is thereby raised from 25°C. to 33°C. Find the temperature to which the iron must have been raised.

III. Describe some method of finding the density of a vapour.

What is the connection between vapour density and molecular weight?

IV. The mechanical equivalent of heat is sometimes taken as approximately $= 4{\cdot}2 \times 10^7$ ergs, and sometimes as 772 foot-pounds, and sometimes as 1390 foot-pounds; show how these numerical values are all consistent with each other.

V. 1. Briefly describe any experiments by which it has been shown that the heat-absorbing and radiating powers of surfaces are identical.

2. Explain how wet and dry bulb thermometers are used to determine the hygrometric state of the air.

VI. 1. Define magnetic moment, and magnetic strength of field. Show that the dimensions of the latter are $M^{\frac{1}{2}}L^{-\frac{1}{2}}T^{-1}$.

2. How may the dipping needle be used to find the magnetic meridian?

VII. 1. Find the total effect on a small horizontal magnetic needle of a bar magnet placed in the same plane broadside on with respect to the needle.

2. A compass needle makes 48 oscillations per minute at London, where the dip is 67° 26′, and the same needle makes 60 oscillations per minute at Madras, where the dip is 7° 44′. Compare the values of the total magnetic intensity at London and at Madras, having given cos. 67° 26′ = ·084 and cos. 7° 44′ = ·991.

VIII. Describe Faraday's experiment for the determination of specific inductive capacity. If the two condensers used by him were alike in every respect except that the dielectric was air in the one and sulphur of specific inductive capacity $2\frac{1}{2}$ in the other, and if a charge of 700 units was divided between them, what charge would each of them take? Compare also the energy developed in each case if the condensers be now discharged.

IX. Describe any form of Wheatstone's bridge, and explain how it is used to find (1) an unknown resistance, (2) the internal resistance of a battery.

X. State the relation between the E. M. F. of a battery, the current strength, and the heat generated.

XI. Explain the principle of the Gramme armature of a dynamo machine: and briefly explain the difference between a *series-wound* and a *shunt-wound* dynamo.

BRANCH II.B.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

CHEMISTRY.

N.B.—[*Not more than nine questions to be attempted.*]

I. State the *law of symmetry* of the *cubic system* (Miller's) of crystals (the system in which the axes are at right angles to each

other and the parameters equal). Describe the holohedral forms $\{100\}$, $\{111\}$ and $\{hkl\}$, giving an example of each. Project these forms on the plane 001.

II. How is the calorific value of a fuel containing carbon, hydrogen and oxygen theoretically calculated?

Hence calculate the weight of wood which must be burnt in order to raise 15lbs. of mercury from 0°C to 30°C?

[Calorific value of C = 8080.
" " " H = 34,400.
Atomic weight of Hg = 200.
Take wood as follows:—
C=50°/₀; H=6°/₀; O = 44°/₀.]

III. Explain *from first principles* why the density of a compound gas is half its molecular weight.

Choose a compound gas which appears to have an abnormal density and state the various explanations which have been given to account for the abnormality.

IV. State in detail the preparation of pure ordinary phosphorus from bone ash.

Show by graphic formulæ the structure of the acids of phosphorus Compare the properties of these acids with the corresponding ones of arsenic.

V. What are the general properties of the oxides of chlorine. How would chlorine monoxide bleach a moist organic coloring matter? Compare the volumes of chlorine and of chlorine monoxide, which would bleach the same amount of an organic coloring matter.

VI. What properties of a silicate can be inferred from the metal, which is present in it?

Give in detail the preparation of silicic acid and of hydrofluosilicic acid with a sketch of the apparatus employed in the latter case

VII. Describe the various methods by which atomic weights of elements can be determined.

Which method or methods can be adopted for the determination of the atomic weights of the following elements:—

S, C, N, Hg, I, Cu.

VIII. Give the reactions which would occur in the following cases and write the necessary equations. State the inferences which can be drawn from the reactions:—

1. Bromine water and hydrobromic acid are each treated with chlorine.

2. Potassium bromide and sulphuric acid are heated together.

3. Iodic acid (crystalline) is gradually heated up to 370°C.
4. Hydriodic acid is exposed for some time to air.
5. Chloric acid is heated to 40°C.

IX. State shortly the various experiments which have been made with a view to obtaining free *ammonium*.

X. Give a classification of the oxides of manganese.

How is potassium permanganate made? Give illustrations of this compound as an oxidising agent.

XI. Describe the following metallurgic processes:—

1. Separation of silver from lead by *cupellation* with description of *cupel*.

2. Separation of gold from quartz by the chlorination process.

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

ORGANIC CHEMISTRY.

[*Only eight questions are to be attempted.*]

I. Describe in detail how you would perform the ultimate analysis of a solid body containing C, H, O, and N.

II. Describe any two of the following methods of determining vapour densities, giving numerical details sufficient to prove you understand the process:—(1) Dumas', (2) Gay Lussac's, (3) Hofmann's, (4) Victor Meyer's and (5) Victor and Carl Meyer's process.

III. What is meant by Raoult's method of determining molecular weights? Describe by an example how this method is used. In what classes of organic substances has this method of determining molecular weights been lately very successful?

IV. Trace the history of the development of the theory of organic radicals. What were the two radicals whose existence was first satisfactorily proved, and how was their existence shown? Show what influence the theory of radicals has had on the progress of organic chemistry.

V. How many known acids are there of the molecular formula $C_4H_6O_6$? Explain briefly how they differ and what is their constitution, indicating clearly the cause of isomerism amongst them.

VI. Illustrate by examples giving the graphic formulæ of the bodies named, what is meant by the following classes of bodies:—Trihydric alcohols, ketones, nitrolic acids, tertiary monohydric alcohols, quinones, primary diamines, carbohydrates, ethereal salts, hydrazines, dibasic trihydric acids, mustard oils, glucosides, nitro paraffins, and tetrazones.

VII. What are the four classes into which the hydrocarbons of the $C_n H_{2n+2}$ series are divided? Explain such classification. Draw the graphic formulæ of all the hydrocarbons of the series up to those containing six atoms of carbon.

VIII. Explain clearly the difference between carbamines and

nitrils. How can each class of bodies be obtained? Describe their characteristic reactions fully.

IX. What is the composition of α and β chlorpropionic acids, and how can they be obtained? How can they be converted into dibasic acids, and what acids will be thus obtained?

X. How does cinnamic acid occur, and to what series does it belong? Describe clearly the process and explain the reactions by which indigo can be obtained from it.

XI. How would you explain the constitution of naphthalene, and mention the facts on which our views of its constitution are founded. Indicate the possible mono and dichloro derivatives of naphthalene.

XII. How has vanillin been obtained artificially? How has its constitution been explained?

XIII. What is the constitution of the sulphonic acid? How can benzine sulphonic acid be prepared? Show how the sulphonic acids are related to (1) sulphuric and (2) sulphurous acid.

XIV. There are three xylenes. Explain the constitution of each and show how such constitution has been proved. How many monosubstitution products of each xylene are possible?

XV. State names and composition of the principal substances which belong to the class of pyridine bases. What are the modern views with reference to the constitution of their bases and how are such views supported?

BRANCH III.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

GENERAL BIOLOGY.

I. Describe the changes which may be seen to take place during the growth of any mould, such as *Mucor*.

II. Give an account of the different appearances which *young* and *old* vegetable cells of the same kind present.

III. How is the flower of the *Bean* fertilized?

In your answer give instances of any other flower which is fertilized in a different manner.

IV. Mention any plant or parts of plants which have the power of moving about from place to place, and state by what means this motion is effected.

V. Describe the structure of stomata. On what parts of plants do they occur most abundantly?

VI. Give an account of the various properties of protoplasm—structural, chemical, physical, and physiological.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

GENERAL BIOLOGY.

I. Describe the method in which the germinal layers are formed in any animal; and state which of the organs of the adult are formed from each layer.

II. What are the differences between living organic matter and inorganic matter?

III. Give an account of the different methods by which animals and plants that lived in former periods of the world's history have been preserved.

IV. Give an account of the histology of nerve cells and nerve fibres; pointing out the special modifications of cell structure which they present.

V. Contrast with one another, *Amœba*, *Mucor*, and *Spirogyra*, as regards:—

1. Their structure.
2. Their modes of nutrition.

VI. Describe:—

1. Any perfectly simple asexual mode of reproduction.
2. A simple sexual process.
3. As many examples as possible of reproductive processes which seem to be intermediate between the asexual and sexual processes.

BRANCH III.B.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Describe the structure of a lymphatic gland and state what you know as to the functions of the lymphatic system.

II. What evidence is there regarding the seat of formation of urea.

III. Enumerate the ferments which are known to occur in the body.

What is known regarding the general action of ferments.
Explain the term *zymogen*.

IV. Explain how the image of an object is formed upon the retina. Explain the terms *accommodation*, *myopia* and *astigmatism*.

V. Give a complete account of the structure of the ovary, tracing the history of the ovum up to the bursting of the graaffian follicle.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

PHYSIOLOGY.

I. Give an account of the present state of knowledge of the

functions of the medulla oblongata or spinal bulb; and give the reasons for locating them in this region.

II. In what forms and by what means does the food enter into the blood? What happens to it subsequently to its arrival there?

III. Give an account of the various parts played by ciliated cells in the human body.

IV. What is known as to the origin, structure, chemical composition and fate of the red blood corpuscles.

V. What would be the physiological results following ligature in one of the lower animals of (1) the pancreatic duct, (2) one ureter?

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL PHYSIOLOGY.

I. What proteids and carbohydrates do you find in the liquid marked A.

II. Estimate the percentage of urea in the fluid supplied.

N. B.—Every 37·3c.c. of nitrogen at ordinary pressure and temperature corresponds to 0·1 grain of urea. The hypobromite solution provided has been prepared by adding 15c.c. of bromine to 250c.c. of a solution containing 100 grains of caustic soda.

III. Demonstrate the existence of the epithelioid layer in the small arteries of the frog supplied.

IV. Arrange experiments to show the various ways in which a nerve may be excited.

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

PRACTICAL PHYSIOLOGY.

I. Is there any bile in the liquid marked B?

II. Harden and cut sections of the frog's kidney. Stain in borax-carmine and mount as a permanent preparation.

III. Perform experiments with a view of localizing the motor centres in the frog's heart.

IV. Identify the specimens placed before you.

BRANCH III.C.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY.

1. Describe the different kinds of sense organs met with in the Hydrozoa.

II. Give an account of the anatomy of *Limulus* and discuss its systematic position.

III. Give an account of the progressive and retrogressive development of a typical ascidian.

IV. Briefly describe the principal modifications of the skeleton in the various groups of reptiles living and extinct.

V. Give an account of the characters, habits and geographical distribution of the Edentata.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

ZOOLOGY.

I. Give an account of the Flagellata.

II. Describe the ideally primitive sponge polyp and trace the modifications by means of which the more complicated sponge colonies have arisen.

III. Write a short essay on metameric segmentation. Compare the condition, with regard to metameric segmentation, of the leech, the prawn and the hare.

IV. Give an account of the structure of *Sepia*. Compare it (1) As a cephalopod with *Nautilus*, and (2) as a mollusc, with a schematic gastropod.

V. Write short notes upon :—

1. The existence of typical nephridia among the Arthropoda.
2. The affinities of *Balanoglossus*.
3. The homologies of tracheæ.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY.

I. *Prawn.*—Remove and draw the second maxilla. Mark with labels (stating whether the animal is male or female) the generative apertures and the apertures of the green glands.

II. *Earthworm.*—Mount an ovary as a microscopical preparation. (Use salt solution.)

III. *Mussel.*—Expose the pedal nerve ganglia.

IV. *Scorpion.*—Make a dissection displaying the reproductive system.

V. *Frog.*—Dissect out cranial nerves shewing their origin from the brain and as much as possible of their distribution.

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

PRACTICAL ZOOLOGY.

Identification, etc., of specimens.

BRANCH IV.

MONDAY, 18TH JANUARY, 10 TO 11-30 A.M.

PHYSIOLOGY.

I. Describe the structure of a nerve-fibre. What constituent of it is considered to be its most essential part and why?

Is any structural difference observable between the nerves of the different sense organs? If not, how do you explain the fact that they respond to different stimuli and give rise to different sensations?

II. Exhibit in a diagram the relative positions of the chief centres of the human brain; and state in what order these centres come into prominence in the embryological development of the brain.

Does the order of development throw any light on the question as to the seat of intelligence?

III. Physiologists have held the most divergent views on the question of the function of the cerebellum. State some of these views and criticise them, pointing out at the same time the difficulties in the way of a satisfactory settlement of the question.

IV. Distinguish between spontaneous and reflex action. How far are they amenable to the guidance or the control of the will?

How do you explain the fact that reflex actions are often purposive?

V. Describe the structure of the eye-ball and explain the functions of the *retina*, the *crystalline lens*, and the *iris*.

How would you explain the fact that with inverted images on the retina, objects are not seen as inverted?

MONDAY, 18TH JANUARY, 11-35 A.M. TO 1-5 P.M.

DEDUCTIVE LOGIC.

I. Distinguish between the spheres of Logic and Psychology.

What views are held by material and formal logicians respectively as to the scope and aim of logic?

Which do you think is the correct view?

II. Why should the question of the import of propositions find a place in Logic?

Discuss briefly the views that have been held on the import of propositions.

III. What objections have been taken to the *Dictum de omni et nullo* as the basis of deductive reasoning?

Is J. S. Mill's amended formula an improvement on the *dictum?*

Discuss the logical value of the fourth figure.

IV. 1. Examine the grounds on which it is stated that a syllogism with two singular premisses cannot be viewed as a genuine deductive inference.

2. Jevons says that from two negative premisses a conclusion may be drawn, and adduces the following as an example:—

Whatever is not metallic is not capable of powerful magnetic influence.

Carbon is not metallic, therefore carbon is not capable of powerful magnetic influence.

Enquire whether the example bears out Jevons's statement.

V. 1. Some rational beings are not polite because some philosophers are not polite:—

Express this as a syllogism in the third figure and reduce it directly to the first figure.

2. Test the following arguments:—

(*a*) None but Hindus observe caste.

Englishmen are not Hindus, therefore Englishmen do not observe caste.

(*b*) None but Hindus observe caste.

All Bengalis are Hindus, therefore all Bengalis observe caste.

VI. The syllogism is regarded by some logicians as the most glaring instance of the fallacy of *petitio principii.* Is the criticism valid?

Prof. Bain says that Mr. John Stuart Mill has extricated the syllogism from the puzzle and that the consequence has been a total revolution in Logic. Discuss this statement.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

INDUCTIVE LOGIC AND DEFINITION.

I. Discuss the precise import of the terms "Law" and "Cause." What modifications have been made in the notion of causation by the doctrine of the conservation of energy? In the light of the latter doctrine how would you define "Cause"?

II. What is meant by plurality of causes and by intermixture of effects?

State with reasons which of the above is exemplified by the following extract from a memorandum recently published by the Government of India:—

"The chief features or conditions which appear to influence

and determine the extension and general strength of the south-west monsoon current are as follows: 1st,—The amount and time of occurrence of the cold weather snow-fall in the mountain districts adjacent to Northern India. 2nd,—The local peculiarities of the weather in India itself immediately antecedent to the advance of the monsoon currents across the coast of India into the interior, and which it is found are generally impressed upon it during the hot weather, and are frequently more or less persistent in character. 3rd,—Local peculiarities in the Bay of Bengal and Arabian Sea, over which the monsoon currents pass before they reach India."

III. Distinguish between the *experimental* method of Agreement and the *inductive* method of Agreement.

The method of Difference is the most cogent in force, but the most difficult in application. Discuss this.

In what circumstances is the method of Concomitant Variations to be applied?

Is the method of Residues properly described when it is called an experimental method?

"Where education and moral training have been neglected there is an absence of security for moral conduct." Which of the methods is employed in arriving at this conclusion?

IV. Discuss the distinction usually drawn between inductive and deductive certainty.

Is the influence of probability the same in the sphere of thought and in that of activity?

Is the law of universal causation a certainty or a probability?

V. In a system of Logic what is the proper position of what is known as the logic of Definition, embracing under that term the methods of classification adopted in the Natural History sciences? Should it be co-ordinate with Induction and Deduction, as some think, or subsidiary, as others (*e.g.*, Mill) seem to think?

How far are the formal scholastic rules of Definition and Division, which are set forth as a preliminary to deduction, fitted or not fitted to cope with the problems of the Natural History sciences?

VI. In Definition there are two ends in view, namely (1) to determine what is or what shall be the meaning of a general term, and (2) to express that meaning in words.

State and exemplify how each of those ends is accomplished. What use is made of the popular denotation in seeking to accomplish the first of those ends?

Are there any limits to the power of redressing defective definitions of popular names?

VII. Discuss the following doctrines regarding Universals, pointing out their historical connexions:—

Universalia ante rem.
Universalia in re.
Universalia post rem.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY.

I. Define the subject-matter of Psychology. Explain the nature and scope of the objective and subjective methods in Psychology, pointing out the advantages and the difficulties of each.

II. What are the main facts that have been established as to the relation between the degree of sensation and the force of stimulus? On what other condition besides force of stimulus does intensity of presentation depend?

III. Define sensation. How are the special senses distinguished from organic sense on the one hand, and from muscular sense on the other?

IV. Enumerate and classify the sensations of touch, and give a detailed analysis of the tactual perception of space. How does the tactual perception of things differ from the visual?

V. State Bain's law of self-conservation. Give his proof of the principle and show how he deals with the more important difficulties and objections.

VI. State the laws of contiguity and similarity, and enquire whether they may be reduced to any more fundamental principle. Analyse the so-called association by contrast.

VII. Illustrate the operation of the law of similarity in the various processes of reasoning. Explain and exemplify compound and obstructive association. Describe the influence of the will in mental reproduction.

VIII. Analyse the state of Desire, and define the connection between Desire and Volition. How far is it correct to say that Desire is excited only by the prospect of the pleasure that may arise through its gratification?

IX. What are the facts upon which the hypothesis of unconscious mental modifications is based? Consider the main difficulties in the way of the acceptance of the theory. What are the characteristics of dreams as distinguished from waking thought?

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY.

I. In what different senses has the term "Intuition" been used?

Does evolution effect a reconciliation between the experiential and intuitional theories?

II. Explain the ambiguities in the use of the term "Inconceivable."

A leading objection made by Mr. Mill to the test of the inconceivableness of the negation, as a test of valid intuition, is that propositions once accepted as true because they withstood this test, have since been proved false. Examine the validity of this objection.

III. Examine Hamilton's law of the conditioned and point out whether it is a legitimate outcome of his doctrine of relativity.

Discuss in the light of the doctrine of relativity the propriety of Hamilton's distinction between primary and secondary qualities.

IV. Distinguish between the doctrine of Natural Realism and that of Hypothetical Dualism. The latter has sometimes been spoken of as constructive Idealism. Is the term appropriate?

Examine Mill's "psychological theory" of Mind and Matter, and compare it with Hume's theory.

V. Do the terms "Infinite" "Absolute" and "Unconditioned" convey to you a negative or a positive conception?

Examine briefly the grounds on which a knowledge by a finite mind of the absolute and the infinite has been affirmed or denied.

VI. State what you consider to be the subject-matter and scope of Philosophy.

"Thales and his successors down to Democritus were not exactly what we should call philosophers in any sense of the word that would include a Locke and a Hume and exclude a Boyle and a Black." Explain.

VII. What exactly is the meaning to be attached to the Pythagorean principle that number is the principle of things?

In what respects is the Pythagorean system an advance on the early Ionic systems?

VIII. Briefly explain and criticise the Eleatic doctrine as developed by Parmenides.

The system of Xenophanes has been described as the link of transition from the Ionian enquiry to the completed Eleatic doctrine. Exemplify

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WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I. Is ethics adequately defined as a record of the customs and manners of society?

II. Distinguish between the question of the standard and that of the faculty in ethics. Show how ethical theories may be divided according as we take for our basis of division the one or the other.

III. 1. "There can be no morality apart from the power of free intelligent choice." Explain and criticise this statement.

2. Discuss the bearing of heredity on the doctrine of personal responsibility.

IV. What answer do utilitarians give to the question, Why should I seek the greatest happiness of the greatest number?

V. Give a critical account of any theory which seeks to explain the origin of conscience by means of association.

VI. How is the fact that there is often great perplexity in regard to our moral judgments explained by intuitionalists?

VII. What distinction has been made between optional and obligatory morality? Is this distinction valid?

VIII. 1. Discuss the question of suicide from the standpoint of either intuitionalism or utilitarianism.

2. From which standpoint is it easiest to arrive at a decision on this and similar questions of casuistry?

IX. What arguments have been brought forward in support of a belief in personal immortality, based on (1) individual experience, (2) the conditions of social life?

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

ETHICS—UTILITARIANISM.

I. How does Bentham state and establish his principle of utility?

With what principles does he contrast it?

II. Is a theory of 'sanctions' a necessary part of every ethical system?

Give Bentham's table of sanctions and examine their adequacy for the purpose for which they are intended.

III. It is remarked of utilitarianism that it "only becomes a practicable end for individual conduct when psychological hedonism is given up." State and criticise the various attempts made by Bentham's followers to explain the transition from psychological hedonism to utilitarianism.

Do you know of any utilitarians who reject psychological hedonism?

IV. How does J. S. Mill vindicate the utilitarian morality from the charge of sensualism?

Discuss the question whether this vindication is a virtual giving up of the utilitarian position.

V. Mr. Spencer's "dissent from the doctrine of utility as commonly understood" concerns, he tells us, "not the object to be reached by men, but the method of reaching it." Explain how his own method differs from that of ordinary utilitarianism and why he objects to the latter method.

VI. Referring to Mr. Bentham's formula "everybody to count for one, nobody for more than one," Mr. Spencer says that this

implication in the first principle of the utilitarian scheme is a disproof of the pretensions of utility to be a sufficient guide of right, since it pre-supposes the anterior principle that everybody has an equal right to happiness.

State and criticise the attempt made by Mill to show that this principle is not a pre-supposition needful to support the principle of utility, but the very principle itself.

VII. State and criticise Dr. Bain's analysis of the "authority of conscience."

VIII. It is stated to be a fundamental doctrine from the evolutional point of view that "the 'useful' in the sense of pleasure-giving must approximately coincide with the 'useful' in the sense of life-preserving." State and criticise the arguments advanced in proof of this coincidence; and show how this alleged coincidence is made to serve as a basis for an ethical superstructure.

IX. A leading objection to experientialism in morals is that it cannot account for the sense of "moral obligation." Trace the progress made since the time of Bentham in the analysis of this feeling.

"With complete adaptation to the social state" says Mr. Spencer, "that element in the moral consciousness which is expressed by the word 'obligation' will disappear."

What considerations can you urge in support of this position? Estimate its value as a contribution towards a reconciliation between intuitionism and experientialism Would an intuitionist be warranted in holding that this position is an evasion and not a solution of the difficulty?

BRANCH V.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY AND ETHNOLOGY.

I. What do you understand by Comparative Philology and what by Ethnology?

Write a short essay on the nature and amount of the assistance to be obtained from Comparative Philology in Ethnological investigations.

II What is meant by Phonetic Decay?

Show that Grimm's law helps to prove that the various Indo-European languages are not variations from any one of them but from some parent tongue.

III. Peile says:—"The relation between thought and language does not amount to identity." Explain this.

IV. What are the meanings of *assimilation* and *dissimilation*? Give illustrations of the effect of each in modifying language.

V. What are *ideography* and *phoneticism*?

scribe the preparations which he made for his work. What was his first enterprise, and in what did it result?

II. Draw a map showing the boundaries between Sweden and Russia at Peter's accession. Into what combination did he enter against Sweden? When and by what treaty was the war ended, and what were the Russian gains?

III. State and criticise the policy of Charles XII. after the battle of Narva. Describe his invasion of Russia and how it ended.

IV. What important changes did Peter make in the social institutions of Russia? How far was his work as a civiliser and regenerator successful? Explain the criticism that "he brought Russia prematurely into the circle of European politics." What was the effect of the course he pursued upon the character of the Russian State?

V. Give an account (with dates) (1) of Peter's relations with Persia; (2) of his second Turkish war, dwelling upon the principal incident in it, and stating the terms on which the war was ended.

VI. Give a brief but sufficient account of (1) the regency of Sophia; (2) the importance of the foundation of St. Petersburg; (3) the work of Lefort; (4) the disbanding of the Strelitzes; (5) the treaty of Altranstadt, indicating the point of the remark that "the destinies of Europe may be said to have been in Charles XII.'s hands," at that time; (6) the Holy Synod.

VII. Explain how it was that the question of the relation of the Sovereign to Parliament came to the front in the reign of James I. Mention the chief points in which James differed from his Parliaments, and state the adjustment agreed upon by Charles I. and Parliament in 1641.

VIII. What change did Walpole introduce into the foreign policy of England? Point out distinctly the circumstances and considerations which determined his attitude.

IX. Show how the battles of Minden, Wandewash, and Quebec were correlated in the policy of Great Britain. What had Britain gained when the war ended?

X. Write a short history (with dates) of the Navigation Laws. How did they operate? Indicate the influences which altered England's commercial policy, and led ultimately to their repeal.

XI. What was the relation of the Irish Parliament to the English Government prior to Grattan's agitation? How did Grattan's Parliament stand related (1) to English authority, (2) to the Irish people? Mention the chief items of remedial legislation for Ireland which have been enacted since the Union.

XII. What are British interests in Afghanistan? Narrate the principal incidents in the second Afghan war, and state the hold which England at present has upon the country.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on any one of the following subjects:—

(1) The conflict between the ecclesiastical and civil Powers in the middle ages.

(2) The origin and organization of the English Manor.

(3) The legal position of women in ancient Rome and India.

(4) The Eastern Question.

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY.

I. Discuss the doctrine that the interests of labor are promoted by whatever tends to increase the quantity of work which society has to do, while those interests are proportionally prejudiced by whatever tends to curtail the quantity of needed work.

II. What is Ricardo's theory of rent? Discuss the objections which have been raised against it.

III. What is the meaning of the 'wages fund'? Discuss the question whether such a fund exists.

IV. What are the elements which go to make up the cost of labor?

V. 1. Distinguish between value and price. Is a general rise of either possible? State reasons.

2. Briefly enumerate the causes which regulate the price of commodities.

VI. 1. Discuss the doctrine that credit is capital.

2. How does credit affect prices?

VII. Discuss the advantages and disadvantages of taxing commodities.

VIII. Compare the Metayer and Cottier systems of tenancy.

M.A. DEGREE EXAMINATION, 1892.

BRANCH II.A.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Introductory and Sound.

I. Describe one method of measuring the density of the earth, and prove that a spherical shell of uniform gravitating material

exerts no attraction on a particle within it. How can a pendulum be used for determining the shape of the earth?

II. Investigate the change in length and cross section of a rod when subjected to tension, in terms of its rigidity and its resistance to compression.

III. Explain the propagation of waves and of ripples over the surface of a lake. How can you account for the action of oil in calming disturbed waters?

IV. Write a short account of the kinetic theory of gases, pointing out the importance of the statistical method, and showing, in a general way, how numerical results have been arrived at regarding the number and the speed of the particles.

V. Investigate the corrections that have to be applied to barometer readings, and show how differences in altitude can be determined by means of barometric readings. What are the chief sources of error to which such determinations are exposed?

VI. Investigate the formula for the propagation of sound in gases, taking into account the temperature of the gas.

How can you account for the fact that sounds are heard much farther when travelling with the wind than when travelling against it, even when the wind velocity is small compared with the velocity of sound?

VII. Describe the apparatus used by Helmholtz for the analysis and synthesis of sounds, and state briefly his chief conclusions.

VIII. Show how two simple harmonic motions of different periods can be compounded (1) theoretically, (2) mechanically. Trace the resultant curve produced by combining two S. H. Ms. in planes at right angles to each other when the periods are as 2 : 3, the amplitudes as 1 : 2, and the phases differ by a quarter of a period.

IX. Discuss the importance of the higher upper partials in connection with concord and discord.

X. Compare the Hindu and the diatonic musical scales, pointing out the merits and defects of each with reference to (*a*) melody, (*b*) harmony.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

PHYSICS.

Heat and Light.

I. Give a short account of the results arrived at by Tyndall and others as to the heat-absorptive power of gases, and vapours.

II. 1. Calculate the effective work of a steam engine when the steam is cut off at a given fraction of the stroke.

2. The two cylinders of a locomotive are each 18 inches in diameter, and the length of the stroke is 2 feet. The driving

wheel makes 120 revolutions per minute, and the mean pressure of the steam is 75 lb. per square inch. Find the horse power of the engine.

III. Show how to draw the isothermal and adiabatic lines for (i) air, (ii) steam, and (iii) carbonic acid gas. Explain how the isothermals indicate the critical condition of a gas. How does the diagram show that the specific heat of saturated steam is negative?

IV. 1. Explain clearly the meanings assigned by Maxwell to the intrinsic energy, the available energy, and the entropy of a system of bodies.

2. Show that the mean square of the velocity of agitation of the molecules of a gas is proportional to the absolute temperature of the gas.

V. Indicate the steps of the calculation (without working out arithmetically) by which you might find the quantity of heat that would be developed if the earth were to be suddenly arrested in its rotation.

VI. Show that the equation $y = a \sin \frac{2\pi}{\lambda}(vt - x)$ represents a simple harmonic vibration; and show by elementary methods that the resultant effect of two or more such undulations of the same wave-length may be represented by an equation of the same form.

VII. Deduce the law of refraction of light from the wave theory.

VIII. Explain clearly the production of diffraction spectra by a grating; and show how to calculate with a grating of a known number of lines and an ordinary spectrometer the wave length of sodium light. Explain why, with white light, the spectra on each side of the central line ultimately merge into one another.

IX. 1. State Brewster's law of polarisation, and show how it accords with theory.

2. Discuss the law of Malus which gives the intensity of a beam of light twice reflected at the polarising angle.

X. What is elliptically polarised light? How is it experimentally produced and detected, and how distinguished from partially plane polarised light?

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Magnetism and Electricity.

I. Describe and explain the use of any instrument intended for taking magnetic observations at sea.

II. Describe briefly the method of determining horizontal force in absolute measure, and show how the changes in this force can be recorded continuously.

III. What is meant by diamagnetism? How can the phenomena of diamagnetism be explained without inferring diamagnetic polarity?

IV. 1. Explain what is meant by an electric image. 2. C is the centre of a conducting sphere of radius r. At a point A outside the sphere, and at a distance d from the centre of the sphere is a charge A; determine the position of the electrical image of A with respect to the sphere, and what charge must be placed at that point so that the combined effect on the potential of the sphere may be zero?

V. Give a sketch of the controversy on the seat of electromotive force and the initial cause of difference of potential in a voltaic couple; paying particular attention to the views and experiments of Sir William Thomson, and to the views of Oliver Lodge on the subject.

VI. Explain the construction and use of the electro-dynamometer. A modification of this instrument has enabled us to measure directly the work being done per unit of time by a current in a given circuit. Explain how this is done.

VII. How are the equipotential lines traced in a thin conducting sheet carrying a current? How are these lines affected when the sheet is placed in a strong magnetic field? How is the phenomenon affected by the material of which the sheet is composed, and what disturbing causes interfere with the observance of the true Hall effect?

VIII. State briefly Clerk Maxwell's electro-magnetic theory of light, and show how the truth of the theory has been supported by the recent experiments of Hertz

IX. Clerk Maxwell is reported to have said that one of the most important discoveries of recent years was that of the reversibility of the dynamo. Explain clearly what is meant and the principles on which this reversibility depends.

X. 1. What is meant by the co-efficient of self-induction, now called inductance, of a circuit. The unit of inductance is sometimes called a secohm and sometimes a quadrant; what do you understand by these names?

2. What is the impedance of a circuit in terms of its resistance, inductance, and the number of alternations per second?

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M., AND 2 TO 5 P.M.

PHYSICS.

Practical Examination.

I. Calibrate the given tube by means of mercury, and verify the diameter at one end by any other means.

II. Determine the specific heat of the oil supplied, at the temperature 70°C.

III. Determine the internal resistance of the given cell.

IV. Determine the variation in the magnetism of the given bar-magnet with temperature

V. Draw the equipotential lines in the given current-sheet.

VI. Examine the spectrum of the given salt, and determine the wave-lengths of the principal lines by comparison with the solar spectrum.

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. Upon what facts did Dalton found his atomic theory? State the chief assumptions of the theory with regard to the nature of atoms and the mode in which chemical combination is effected. In what respect did the Daltonian atomic theory differ from previous atomic theories?

II. The specific heat of a given element is 0·032, and one of its chlorides contains 41·88 per cent. of Chlorine. Calculate the atomic weight of the element. Is the element in question either of the two following:—Ir = 192 5, Hg = 200. Give precise reasons for your answer.

III. In the old system of atomic weights (O = 8), the formulæ of sodium monoxide and of calcium chloride were different from those now in use, but the formula of sodium chloride and of calcium monoxide were the same then as now. Give all the formulæ referred to above, and explain fully when they were taken.

O = 16, Cl = 35·5, K = 39, Ca = 40.

Sodium oxide, Na. 74·19; 0,25. Sodium chloride, Na 39·32; Cl 60 68.

Calcium oxide, Ca, 71·43; 0,28·57. Calcium chloride, Ca, 36·03; Cl, 63·97.

IV. The allotropic forms of the same element exhibit, in some cases, greater differences in properties than do the distinct elements of an allied group. Explain and illustrate this statement fully.

V. Give Sir Humphrey Davy's theory of the luminosity of ordinary hydrocarbon flames. What other theory of luminosity has been brought forward since Davy's time? What are the results of the most recent experiments bearing upon this question?

VI. State Graham's law of diffusion. Arrange the following substances in the order of their diffusibility:—oxygen, chlorine, ozone, hydrobromic acid, hydrochloric acid, ammonia.

One litre of a certain hydracid diffuses through a certain apparatus in the same time as two litres of oxygen. Calculate the density of the hydracid and give its molecular weight and name.

[Br = 80.]

VII. Compare the properties of chlorine and bromine. How may each be detected in the presence of the other?

To a solution containing sodium chloride and sodium bromide excess of a solution of silver nitrate is added. The precipitate produced is collected, and is found to weigh 1 326 grms. It is then subjected to the action of chlorine gas at a low red heat, and after this is found to weigh 1·148 grms. Calculate from the above data the amounts of chlorine and bromine present in the original solution.

[Cl = 35·5, Br = 80, Ag = 108.]

VIII. Compare the properties of the members of the alkaline group of metals.

When and by what means were these metals discovered?

To what extent can the salts of these metals be distinguished from each other by wet reactions?

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. Describe what is meant by the terms allotropy and isomerism. What are the explanations which are usually given for those phenomena? Discuss a few cases of allotropy and isomerism, and point out the probable explanation in each case.

II. Trace the development of the Theory of Radicals. Define clearly what is meant by a compound radical. Can compound radicals be isolated, and if so mention some examples? Point out the compound radicals, if any, which may be assumed to exist in sulphuric acid, disodic hydric phosphate, ammonic sulphite, calcic carbonate, phosphoric iodide, argentic chloride, and potassic nitrate.

III. What is meant by the law of isomorphism, and indicate clearly by examples how this law is used in the determination of atomic weights? A compound on analysis was found to have the following percentage composition. Calculate its formula.

Copper (Cupric)	18·27 per cent.
Iron (Ferrous)	6·46 „ „
Sulphur	12·95 „ „
Oxygen	25·89 „ „
Water	36·42 „ „

(Cu = 63·2; Fe = 56; S = 32; O = 16).

IV. Hydrogen and oxygen mixed together in any proportions and exploded always yield water, and never hydrogen dioxide; the latter can only be formed by such methods as by acting on baric dioxide with hydrochloric acid, etc.

Why is this? Hydrogen dioxide is also very unstable, and water is a very stable body; how is this explained?

V. What is meant by the periodic law in Chemistry?

What chemical and physical properties of the elements are shown to be connected with this law?

VI. What are the general methods of preparation and properties of the halogen elements? How can their gaseous compounds with hydrogen be prepared, and what are their properties? Discuss the atomicity of the halogens.

VII. Express by equations the reactions, if any, which take place under the following circumstances:—(1) by passing chlorine into milk of lime in presence of cobalt oxide, (2) action of nitric acid on bleaching powder, (3) action of hydrochloric acid on borax, (4) action of dilute hydrochloric acid on pure zinc, and on pure zinc in the presence of platinum salts, (5) action of nitric acid on potassic chlorate, (6) by heating a mixture of nitric and hydrochloric acids, (7) action of hydrochloric acid on sodic thiosulphate, (8) action of hydrochloric acids on mercury, (9) action of phosphoric chloride on sulphuric acid, (10) action of baric hydrate with phosphorus and water, and (11) action of concentrated nitric acid on iron.

VIII. Take up the group of metals called the alkaline earth metals and discuss their modes of occurrence in nature, their methods of preparation, and the formulæ, methods of preparation and uses of their principal compounds.

IX. The vapour density of one of the chlorides of mercury is nearly 118 (H = 1), while the percentage of mercury in it is 84·93. From this calculate its formula Discuss the formula so obtained, and indicate any objection that may exist to accepting this formula.

X. How is aluminium found in nature, and how is the metal prepared? What modern improvements have been made in the process? What are the properties of the metal, and for what purposes would it be used if it could be obtained easily and cheaply?

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

MIXED MATHEMATICS.

I. If R be the resultant of any number of forces P_1, P_2, P_3, &c., acting in one plane on a particle O, show that $R^2 = \Sigma(P^2) + 2\Sigma(P_r P_s \operatorname{Cos} P_r O P_s)$.

II If 2 forces acting on a particle O be represented by p times OA, and q times OB respectively, show that their resultant is represented by $(p + q)$ times the line OC, where C is the point between A and B such that $p.\ AC = q.\ BC$.

III. 1. Show that any number of coplanar forces acting on a rigid body can always be reduced to a single force or a couple.

2. Find the conditions of equilibrium if a point of the body is fixed.

IV. A uniform rod weighing 10 lb. is supported in equilibrium by a string 6 feet long attached to its ends and passing over a

smooth peg. Show that if a weight of 2 lb. be now attached to one end of the rod, 6 inches of the string will slip over the peg.

V. 1. Find the centre of mass of the surface of a right cone.

2. Find the distance from the base of the centre of mass of a frustrum of a solid cone when the radii of the faces are 5 in. and 10 in., and the distance between them is 12 inches.

VI. If a mass of P lb. is just on the point of slipping down a rough plane inclined at an angle of 45° to the horizon, when a force of R lb acts up the plane, find the least force that will move the weight up the plane when the inclination is 30° to the horizon.

VII. 1. Find the relation between P and W in the system of pulleys where the strings are each attached to the weight, taking the weights of the pulleys into account.

2. If there are n pulleys, arranged in this system, and each have radius r and weight w, show that the distance of the point of suspension of the weight from the line of action of the force $= nr \times \dfrac{2^{n+1}W + \{(n-3)2^n + n + 3\}w}{2(2^n - 1)w}$.

VIII. A cylindrical diving bell is sunk in a lake, at a temperature of 20°C, till its mouth is 200 feet below the surface of the lake. To what temperature must the air in the bell now be raised so as just to prevent the water from rising inside the bell, the water barometer being taken as 32 feet at the surface of the lake?

IX. 1. Find the resultant pressure on a curved surface immersed in a liquid. When is the resultant pressure the same as the total pressure on a surface?

2. A solid right cone (height h radius of base r) is immersed vertically in a liquid with its vertex x below the surface. Compare the resultant pressure on half the curved surface (made by a plane section through its axis) with the resultant pressure on its whole curved surface and base.

X. 1. Find the depth of the centre of pressure of a triangular area immersed in a liquid with its base in the surface.

2. If a regular hexagon be immersed in a liquid with one side in the surface, find the depth of its centre of pressure.

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

Dynamics and Optics.

I. State Newton's second law of motion and the corresponding law for angular motion about an axis.

A rod AB can turn freely in a horizontal plane about the end A. An insect whose mass is $\frac{1}{3}$ of that of the rod alights on the end B, and commences crawling along the rod with uniform velocity V, the rod being at the same instant set in rotation about A so that

B's initial velocity is V. Show that when the insect reaches A, the angular velocity of the rod will be twice its initial angular velocity.

II. Prove the formula $s = ut + \frac{1}{2}ft^2$.

Two particles each weighing 25 ozs. are connected by a string 9 feet long and weighing 1 oz. This string is passed over a smooth cylinder, of circumference 2 feet, so that the particles are in the same horizontal plane. A mass of 1 oz. is now attached to one of the particles; show that when the other strikes the cylinder it will be moving with a velocity of $\frac{4}{3}$ ft. per sec.

III. Find the acceleration of a particle moving with uniform velocity in a circle.

If the earth were to stop revolving, what alteration would be produced in the value of g in latitude λ?

IV. A series of particles are projected at the same instant from points, lying on an inclined plane, at right angles to the plane and with velocities proportional to the distances of the points of projection from a given horizontal line. Prove that at any subsequent time they will all be in a straight line, and that the foci of their paths lie on a parabola.

V. A ball of elasticity e strikes another ball which is at rest, the angle between the line joining the centres of the balls at the instant of impact and the direction of motion of the first ball being a. This ball moves off in a direction perpendicular to its original direction. Show that the masses of the balls are in the ratio $e \cos^2 a - \sin^2 a : 1$.

VI Prove that the work done by gravity on a rigid body, moving in any way from one position to another, is the same as if the whole body were concentrated at its centre of gravity and treated as a particle.

A town of half a million inhabitants is supplied with water at the rate of 15 gallons per head per day. If the supply of water has to be pumped to a height of 30 feet in order to distribute it, and three quarters of the total daily supply is drawn in 6 hours, find the horse power of the engines that must be employed in pumping, assuming that the water must be pumped for distribution as it is drawn. [A gallon of water weighs 10lb.]

VII. State the experimental facts which enable us to determine the index of refraction from one medium to another, when we know the absolute indices of refraction of these media.

A simple astronomical telescope, the refractive index of the object glass and eye lens of which is μ, is adjusted so that rays proceeding from points at infinite distances on or near its axis, emerge from the instrument parallel to one another, and the distance between the lenses l is noted. Show that if l' is the distance when the instrument is similarly adjusted in a medium of refractive index μ' then $l' = \frac{\mu'(\mu-1)}{\mu-\mu'} \cdot l$.

VIII. ABC is a principal section of a prism. A ray of light is incident on the face AC at an angle ϕ and after reflexion at the base CB emerges from the face BA at an angle $\frac{\pi}{2}-\phi$. If μ is the refractive index of the prism, show that

$$\sin 2\phi = \frac{1-\mu^2 \sin^2 \frac{B-C}{2}}{\cos \frac{B-C}{2}}.$$

IX. Define the term geometrical focus, and find the geometrical focus of a small pencil emanating from a point, after direct refraction at a concave spherical surface.

X. What facts render the construction of achromatic lenses and direct-vision spectroscopes possible?

Find the condition of achromatism for a pencil of parallel rays directly refracted through two thin lenses on the same axis, separated by a distance a.

Rays proceeding from a point at a depth below the surface of water are incident directly on a thin convex lens, held at a distance x above the surface of the water. Show that the image of the point formed by the lens will be achromatic if

$x = \left\{ \frac{hf}{\mu_1} \cdot \frac{D_1}{D_2} \cdot \frac{\mu_1-1}{\mu_1} \right\}^{\frac{1}{2}} - \frac{h}{\mu_1}$ where μ_1 is the refractive index of water, f the focal length of the lens, and D_1 D_2 the dispersive powers of the water and the substance of the lens respectively.

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD. PART 1.

I. Write a short essay on the theory of approximation, paying particular attention to the following points:

1. The impossibility of taking all the phenomena connected with an observation or experiment into account.

2 Exact laws can only be proved by approximate results.

3. Successive approximations to natural conditions by removal of error. Illustrate all these points by examples.

II. How is the attainable degree of accuracy of an observation measured? As illustrations refer to:—

1. The measurement of the difference of the rate of two clocks.

2. The measurement of weight in a carefully constructed balance.

3. The measurement of a base line in a survey.

What do you mean by significant figures? Find to five significant figures the value of $45.63 \times \frac{1.0052}{1\ 0275}$

The working to be shown.

III. Give instances of collectial experiment and show their value, both when they can supply the place of graphic representation of the result of observation or experiment, and also when they show phenomena that could not otherwise be so well observed.

IV. Compare and contrast the methods of Kepler with those of Newton; and the methods of Faraday with those of Maxwell.

SATURDAY, 23RD JANUARY, 2 TO 5 P.M.

SCIENTIFIC METHOD. PART 2.

I. "Inductive investigation consists in the union of hypothesis and experiment, deductive reasoning being the link by which the experimental results are made to confirm or confute the hypothesis."

Write a short essay on the above, describing and explaining:—

1. Empirical knowledge.
2. Generalized facts.
3. Anticipated facts verified by experiment.
4. Knowledge accepted from theory but incapable of experimental verification.

II. "Every great advance in science consists in a generalization." Illustrate this by some of the most important generalizations of this century.

III. Give a general idea of the use of analogy in scientific method, and illustrate it more particularly by the analogies between heat and electricity.

IV. What is meant by exceptional phenomena? Give instances of each of the following classes:—

1. Exceptions which really agree with a law of nature but exhibit remarkable and unique results of it.
2. Exceptions which really proceed from known processes, but which are excessive in amount.
3. Limiting exceptions showing the falsity of a supposed law in cases to which it has been extended but not affecting its truth in other cases.

BRANCH III.B.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY.

I. Describe the anatomy of a typical Pteropod and discuss the systematic position of the group.

II. Give an account of the structure, development, and affinities of *Phoronis*.

III. Describe the modification of the hyoid and first branchial arches in the various groups of vertebrata.

IV. Write an essay on pelagic life, stating the common characters possessed by pelagic animals and the groups in which pelagic animals occur.

V. Give an account of the fauna of the neotropical region.

VI. Give an account of the phenomena of hybridism and suggest explanations of them.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

ZOOLOGY.

I. Give an account of the different ways in which locomotion is effected among the Protozoa.

II. What are the characteristics of the vertebrate fauna of peninsular India?

III. Write a short essay on symbiosis.

IV. Trace the development of the uro-genital organs in a bird, and mention any important points in which the process differs from that in Elasmobranchs.

V. Discuss the evidence afforded by the invertebrata which appears to throw light upon the probable origin and subsequent modification in structure of the nervous system.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY.

Identification of specimens, etc.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

PRACTICAL ZOOLOGY.

Give as complete an account as possible of the most interesting features in the anatomy of the earthworm supplied.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD.

I. The ontogeny of an animal is a recapitulation of its phylogeny; criticise and discuss this statement.

II. What are the principles upon which a natural classification of animals should be based?

III. Describe the methods employed by Darwin in studying the variation of animals under domestication.

IV. Estimate the influence of Darwin's work on modern zoology.

V. Discuss the statement:—"The main object of teaching biology as part of a liberal education is to familiarize the student not so much with the facts as with the ideas of science." How would you endeavour to bring about this result?

VI. Compare the methods adopted in their text-books by Claus and Gegenbauer in dealing with the animal kingdom.

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

GEOLOGY AND PHYSICAL GEOGRAPHY.

Do not attempt to answer more than nine of the questions.

I. Explain briefly the connexion between the sciences of Geology and Physical Geography.

II. State the principal laws of rainfall. Why is the rainfall on the Western Ghats so heavy? Why are the deserts that stretch from north Africa across Arabia into Asia rainless tracts?

III. Describe the processes of (*a*) conduction, (*b*) convection, and (*c*) radiation, whereby the temperature of the air is mainly interchanged. What is meant by "the isotherm of 60°"?

IV. What are Isobars? How is the 'atmospheric pressure' measured, and to what causes are its variations assignable?

V. Account for the formation of (1) the "calcareous ooze" and (2) the "red and grey clays" on the floor of the deepest seas. Compare and contrast the structure of the 'ooze' with a piece of (*a*) chalk and (*b*) oolitic limestone.

VI. Determine the Geological and Zoological position of the following organisms:—

Ogygia Buchii; Oldhamia radiata; Montlivaltia dispar; Megaceros hibernicus; Micraster cor-anguinum; Archæopteryx macroura; Lepidodendron Sternbergii.

VII. Explain the difference between the Ammonitidœ and the Nautilidœ, and state their range in time.

VIII. Enumerate the principal Sandstones and refer each to its proper geological position. Give the characteristic fossils of any *one* of them.

IX. What do you understand by the "cleavage" of crystals? What is the direction of the cleavage planes of Diamond, Galena, Magnetite, Blende?

X. How should you distinguish from each other colourless crystals of Selenite, Fluor, Quartz and Rock-salt?

XI. State briefly the general characters and mode of occurrence of the Zeolites and Felspars, and describe more fully any *two* varieties of each.

XII. Explain the use of the Polariscope in the microscopic

investigation of minerals, and describe the properties which it aids in determining.

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

GEOLOGY AND PHYSICAL GEOGRAPHY.

Do not attempt to answer more than nine of the questions.

I. Describe the physical characters of a Delta. Name two rivers which produce and two others which do not produce Deltas, and explain the causes of the presence or absence of the Delta in each case.

II. In what kinds of rocks are caverns mostly met with? How are they produced? To what Geological period are their fossiliferous deposits referred, and on what grounds is that reference made?

III. Discuss the origin of Petroleum, Peat, Lignite, Anthracite.

IV. Distinguish between the following kinds of rock-structures and give a typical example of each:—Clastic; Crystalline; Concretionary; Vittreous; Fibrous; Horny.

V. Enumerate the principal ores of silver and describe fully any *one* of them.

VI. State the chemical composition and action before the blowpipe of Borax; Calcite; Beryl; Zircon.

VII. To what crystallographic system do the following minerals belong, and in what forms are they commonly found:—Tin; Sulphur; Diallage; Cinnabar; Malachite?

VIII. Give examples of minerals remarkable for their (*a*) malleability, (*b*) ductility, (*c*) elasticity, (*d*) flexibility, and (*e*) conchoidal fracture, respectively.

IX. Name the formations in which the following animals or groups of animals first make their appearance:—Man; Oysters; Crocodiles; Air-breathing Molluscs; Spiders; Fishes; Reptiles; Birds.

X. Mention the principal localities in which Diamonds of value have been found and describe the deposits in which they occur.

XI. What are Aerolites? Of what chemical elements are they commonly composed? How is the "Cosmic Dust" found in the abysmal deposits of the Pacific Ocean supposed to be connected with them? How do they afford proof that "some at least of the members of the solar system are formed of the same materials as compose the earth"?

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL GEOLOGY.

N.B.—*Question I. must be answered, but only four of the remainder should be attempted.*

I. Name the specimens laid before you, generically, and point out their position in the Zoological scale.

II. Specify the geological formations in which they form leading types, and name localities in Europe, or India, where such formations occur.

III. Give an outline of the Geology of South India as far as known at the time of the publication of the Manual of the Geology of India, and give a diagram map if possible.

IV. Construct a section along the lines between Bijapur, Hyderabad (Deccan), Bhadrachelam on the Godavari and Narsipur Point (southern mouth of the river) on the Geological map, Manual of the Geology of India. Explain the character of the rocks crossed, and mention the leading fossils of those that are fossiliferous.

V. Construct a section along the line from Kurnool to Vizagapatam, and specify the rock systems crossed by it, and the leading organisms the fossiliferous rocks contain.

VI. Explain the conditions essential for the formation and maintenance of glaciers. Describe a typical glacier and its action on rocks and soils in contact with it.

VII. Explain the terms :—Ice Cap; Moraine profonde, Moulin; Crevasse; Boulder Clay; Névé and Avalanche.

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

PRACTICAL GEOLOGY.

N.B.—*Questions III. and IV. must be answered, but only three of the remaining ones should be attempted.*

I. Illustrate by a good sized sketch the geographical positions of the principal mountain ranges in India; show their general courses and connection, or want of connection.

II. Give an account of the average and extreme elevations of the more important ranges, and mention the geological systems which enter chiefly into their structure. State also briefly the character of the climate prevailing on them.

III. Name the specimens before you. State to what Indian geological systems they might be reasonably referred. If the specimens illustrate any structural peculiarities, or any vicissitudes the parent rock may have been exposed to, describe the same, as also their present condition.

IV. Determine the minerals before you, and explain the crystallographic relations of those that are crystalline.

V. Give some account of the cretaceous rocks in Trichinopoly District and their Sub-divisions.—Describe also their relations to those in Central India and the Khasia Hills.—Give a diagram illustrating their relations to the older underlying and younger overlying rocks.

VI. Explain the character of the monsoons in India; and draw a diagram showing the distribution of the rainfall.

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD IN GEOLOGY.

I. Give, in form of a brief essay, a synopsis of the evidence from various sources on which the science of geology is founded.

II. You are desirous of establishing a geological horizon in a fossiliferous rock system on palæontological evidence. What precautions must you take to do so safely?

III. What changes in the character of the rocks met with over a large tract of country would lead you to suppose it had undergone regional metamorphism.

IV. How does physiography supplement stratigraphy in explaining the structure of a country?

What are the principal physiographical features in the Indian Peninsulas south of the Godavari valley?

BRANCH IV.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY—THEORY.

I. Is introspection alone adequate to the study of mental phenomena?

II. Explain how it is that a man may have a particularly good ear for languages and yet be deficient in musical sensibility.

What considerations have been urged in support of the theory that there is a "sense of direction" in many animals? Has any attempt been made to discover an organ of "sense of space?"

III. How would you classify actions according to the degree in which mind or consciousnesss enters into them. Are all actions, voluntary and involuntary, derivable from one fundamental type?

IV. What different views have been held as to the existence and nature of a distinct "muscular sense?"

V. What are the advantages of binocular over monocular vision?

VI. Point out the chief difficulties in the way of a scientific classification of emotions.

What different theories have been propounded to account for the distinctive movements connected with special kinds of feeling.

VII. Examine the views of consciousness as indicated in the following statements:—

"A change of impression is an indispensable condition of consciousness."

"Consciousness and immediate knowledge are terms convertible, and if there be an immediate knowledge of things external, there is consequently the consciousness of an outer world."

VIII. In what different senses has the term "unconscious" been used? Give a brief historical account of the doctrine of unconscious mental states and examine the *arguments* and *facts* adduced in favor of the existence of such states.

How is the theory of the mind-stuff (*viz.*, that our mental states are composite in structure, made up of smaller states conjoined) affected by a merely physical interpretation being given to the theory of unconscious mental states?

IX. What use is the study of Pathology to the Psychologist?

Describe fully the characteristics of mental states in somnambulism and show what light somnambulism throws on hypnotism.

Examine fully the three main opinions that have been held regarding the hypnotic state.

X. Enunicate and examine the law of Inseparable Association, and point out what part it has played in modern empirical theories.

According to Wundt, the laws of Association are afflicted with the incurable disqualification of passivity, which restricts their working to the lower forms of sensation and memory. Is the criticism valid?

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

I. By way of showing your views as to the order of development of faculty and capacity, sketch the leading characteristics, emotional (including sensational), intellectual, and volitional of the following periods of life:—

(1) from birth to seven;
(2) from seven to fourteen;
(3) from fourteen to twenty-one.

Can you trace any relation between the order in which the mental powers appear or expand in youth, and the order in which they disappear or wane in old age?

II. What is an axiomatic truth?

"Axiomatic truths are inductions from experience." Discuss the two leading forms in which this is held by experientialists.

State and criticize the opposite doctrine.

III. Locke held that there are two sources of knowledge, sensation and reflection. He also held that there is nothing in the

intellect which was not formerly in sense. Discuss these views in the light of one another.

What do you think of Leibnitz's famous "nisi intellectus ipse"—(1) as a reply to Locke, (2) as a contribution to the theory of the origin of knowledge?

IV. What is meant by the perception of an external material world?

Distinguish between the ontological and the psychological questions involved.

Is it true, as has been alleged, that whatever be the conclusion to which the philosophical analysis of external perception may lead us, it would in no way affect our practical intercourse with the external world?

V. Give the main features of Berkeley's Theory of Vision, and point out its historical importance. How did Berkeley advance from it to his cosmological Idealism? Give the salient features of his Idealism, and compare it with other idealistic theories. Was Berkeley correct in holding his theory to be in harmony with common sense?

VI. State the antinomies of the Reason, and show how, according to Kant, they originate in the very nature of our faculties How does Kant make out that there can be neither more nor less than four of them?

Examine the solution of the antinomies given by Kant.

VII. What evidence has one of the existence of (1) one's own mind, (2) other human minds, (3) a supreme and all-pervading mind, the cause of all things?

Is the evidence of the existence of other human minds and of a supreme mind in any way affected by the view one holds as to the nature of one's own mind? Discuss the point.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

[Causation as represented by Hume, Kant, Hamilton, J. S. Mill, G. H. Lewes, Bain, and Spencer.]

I. Discuss the conception of causation as held by Hume, Kant, J. S. Mill, and Dr. Bain.

II. With regard to the origin of the idea of causation, how is it explained by Hume, Hamilton, Mill, Dr. Bain, and Mr. Spencer? Distinguish between Kant's earlier and later views on this subject.

III. Discuss the statement of Lewes that the law of causation as one of the fundamental ideas of modern science is as transcendental as any of the axioms of ancient Philosophy.

IV. On what ground is it alleged by some (Lewes and others) that there is no sequence between cause and effect, but that they are simultaneous? What is Mill's opinion on this point? What answer,

if any, may be obtained from the principle of the conservation of energy ?

Does the effect cease when the cause ceases ?

V. On what ground does Kant hold that sequence presupposes causality, and that the denial of causality necessarily involves the denial of all succession in time. Compare this with the view of Hume, Mill, and Dr. Bain.

VI. What is meant when it is said that causation or the law of causation is universal ?

Assuming the principle of causation to be applicable throughout the phenomenal world, would one be justified in extending it to the transcendental world or to things in themselves ?

What replies have been given by the philosophers you are here concerned with ?

How does Kant reconcile the universality of causation with the absolute freedom of the Will ?

VII. Discuss the argument from design as used to prove the existence and nature of a First Cause What value did Kant and Mill respectively attach to this argument ?

What is Mr. Spencer's doctrine regarding a First Cause, and how does it differ from the views of Kant and Mill ?

VIII. Show that the logician, the psychologist, and the ontologist, while they are each interested in the problem of causation, are interested in it in different ways.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

JANET'S *Final Causes.*

I. Distinguish between a law of nature and a law of mind. State the problem of final causes on the supposition that finality is not a law of mind but a law of nature.

II. Under what circumstances does coincidence of phenomena afford evidence of an end ? Explain the method employed by Janet for the purpose of proving the existence of ends in nature.

III. Indicate analogy between (*a*) our own actions, (*b*) the actions of our fellow-men, (*c*) the instinctive actions of animals, and (*d*) functions, showing that they all imply ends.

IV. Bring out the difficulties that are involved in any attempt to explain the organic world by mechanism alone. What indications of finality does Janet find in the inorganic world ?

V. State and examine the arguments against finality that may be drawn from the facts of Natural History.

VI. Show how the argument for final causes is affected by the hypothesis of evolution as opposed to that of special creation. Examine in its bearing on finality the theory of evolution as expounded by Darwin.

VII. State the physico-theological proof of the existence of God. How may it be maintained against Kant's doctrine of subjective finality?

VIII. Explain the distinction between external and internal finality; and examine the Hegelian arguments against the transcendence of the first cause.

IX. Distinguish between the two forms in which the doctrine of unconscious finality has been held; and critically compare *either* of them with the hypothesis of intentional finality.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

THEORY OF LOGIC.

I. Why do Logicians begin the exposition of Logic with an analysis and classification of names, or of nameable things, or of both?

What is the logical value of the Aristotelian categories?

II. What different views have been held as to the import of the term "inference"? How does the settlement of this question affect one's views as to the scope of Logic?

Discuss the question whether so-called hypothetical syllogisms are cases of mediate or of immediate inference.

Discuss the scholastic theory of disjunctive propositions.

III. Mill says that the fundamental form of inference is from particulars to particulars, and Jevons says that no number of particular cases enables us to pass by inference to any new case. Discuss the point.

IV. Discuss the various meanings of the word "necessity," and distinguish between the logical, psychological, ethical, and ontological applications of the term.

What distinction did Leibnitz draw between a necessary truth and a contingent truth?

Discuss the principle employed by Leibnitz in demonstrating necessary and contingent truths respectively.

V. Discuss the relation between Induction and Deduction (1) generally, and (2) with special reference to the views of J. S. Mill and Jevons.

Distinguish carefully between genuine Induction and (*a*) arguing by parity of reasoning, (*b*) colligation of facts.

VI. If the uniformity of nature be an inductive generalization, how can we be certain that the course of nature will be uniform in the future?

VII. Explain the Natural Science system of classification by grades, and point out the advantages of it. How does scholastic Logic deal with and designate different grades of generality? How is species determined in Natural Science? Does the scholastic

conception of *infima species* harmonize with the Naturalist's idea of species?

VIII. What is the principle, or what are the principles, that should regulate a classification of the sciences? Estimate how far this principle, or those principles, are recognized in M. Comte's or any other important classification of the sciences.

What position is assigned to Logic in the classifications of the sciences given by Comte and Mr. Spencer? Is the position of Logic with respect to the other sciences in any way affected by the view one adopts as to its character and scope?

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF LOGICAL DOCTRINES FROM ARISTOTLE TO DESCARTES.

I. State briefly the important contributions made towards a theory of logical method by Greek thinkers prior to Aristotle.

In what sense can Aristotle be said to have laid the foundation of a sound and practical Logic? What place does Logic occupy in his scheme of the sciences?

II. What is Aristotle's distinction between Apodeictic and Dialectic Reasoning? What object is this distinction intended to serve?

Give your estimate of the categories of Aristotle.

III. Describe Aristotle's mode of dealing with Induction and show how it differs from Induction viewed as the basis of psychological empiricism by modern logicians.

IV. "The long history of philosophic thought from Aristotle to the beginning of the modern period furnishes no new conception of logic, but exhibits alterations in special doctrines, additions and new points of view, numerous enough to account for a certain radical change in the mode of regarding logic."

What are the important phases of the development of Logic that took place during this long interval, and note the main characteristics of each so as to exemplify the change in the treatment of Logic referred to above.

Discuss the propriety of describing scholastic logic as Aristotelian logic.

V. It has been said that the views of Bacon and Descartes have a far closer resemblance to the Aristotelian doctrine than might be imagined from the attitude of opposition common to them. Examine this statement.

VI. What is Bacon's estimate of (1) syllogistic logic, (2) induction by simple enumeration?

Do Logicians of the school of J. S. Mill endorse fully Bacon's view of syllogism?

Are we right in saying that Bacon's object in the *Novum Organum* was confined to an instauration of the Natural Sciences alone?

VII. Bacon used the word "Form" in two apparently divergent senses. What are they? How are they to be reconciled?

State and criticize fully the peculiar method (Method of Exclusions) by which Bacon conceived that the "Form" was to be ascertained.

"The apparatus for conducting the Method of Exclusions is of far more importance in the history of Inductive Logic than is that method itself." Explain.

VIII. Estimate the value of Descartes' contribution to logical doctrine with that of Bacon, and Bacon's with that of J. S. Mill. What is Descartes' criterion of truth and how does he establish its validity?

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

LOGIC.

Venn's Logic of Chance.

I. State the view taken by the author as to the relation of 'Probability' to Logic on the one hand and to Mathematics on the other.

II. How does he characterize the phenomena with which propositions of Probability deal, and how according to him are these propositions obtained?

III. Summarize his criticism of the view which regards Probability as concerned with quantity of belief.

IV. State and exemplify the fundamental rules of inference in Probability.

How is the validity of these rules established?

V. Distinguish between direct and inverse probability and show how a problem in inverse probability is to be solved.

VI. State the author's criticism of the assumptions connected with inverse probability.

VII. What view does he take of the relation of Probability to Induction, and how does he criticise the doctrine of Jevons that the principles of Induction rest entirely upon the theory of Probability.

VIII. Discuss the question whether the theory of Chance or Probability is inconsistent with universal causation.

The author says that "the most suitable conditions for Probability are these: that the important causes should be by comparison fixed and permanent and that the remaining ones should, on the average, continue to act as often in one direction as the other."

How is the above conception of the operation of the unimportant causes consistent with causation?

IX. Explain and exemplify the author's remark that 'Probability has no relation to time.'

Give his criticism of the distinction drawn by Butler and Mill between 'improbability before the event' and 'improbability after the event.'

X. Discuss the question of the applicability of Probability to Testimony.

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I. To what extent is the experience of childhood to be taken into account, in forming a theory of the nature and origin of our moral judgments?

Are we more likely to arrive at a true theory of the matter if we transfer our attention from the history of the individual to that of the race?

II. Is the ultimate question of morality, What ought to be done? or What ought I to be?

III. Must intuitionalists necessarily maintain the doctrine of the infallibility of conscience? How do those who hold this position account for the common use of such expressions as "an enlightened conscience," "a hardened conscience"? Critically examine Green's statement "no individual can make a conscience for himself, he always needs a society to make one for him."

IV. Does the admission that happiness is to be found only when we do not directly seek it, deprive Hedonism of its psychological basis?

V. Is a recognition of the fact that a man's actions are the necessary outcome of his character fatal to a belief in the freedom of the will?

VI. 1. "The individual who is inadequately egoistic loses more or less of his ability to be altruistic."—Spencer. Explain and criticise this statement.

2. What attempts have been made to show that the dictates of self-love and altruism are identical?

VII. "Follow nature" Can this dictum be taken as the ultimate principle of morality? In your answer refer to both ancient and modern schools of thought and compare their interpretations of the dictum.

VIII. Is it necessary to a scheme of Utilitarianism that it presents us with an accurate and complete Hedonistic calculus?

IX. In the "Heart of Midlothian" Scott represents Jeanie Deans as tempted to give false evidence on a single point, in order to save the life of her sister whom she knows to be innocent. Discuss the question of the duty of Jeanie Deans in this crisis.

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

STOICISM IN ANCIENT GREECE AND ROME.

I. How far do you think is the ethical system of the Stoics a reflex of the Greek political and intellectual life of the period?

"In making a dogma of fatalism, Stoicism was only following the current of the age." Explain

II. Give a brief sketch of the moral teachings of the Cynics?

In what respects does Stoicism agree and in what respects does it differ from Cynicism?

Have the Stoics borrowed anything from the teachings of Socrates?

III. It is said that the idea of Nature had taken such a powerful hold on the Greek mind that it was employed by every school in turn and was confidently appealed to in support of the most divergent ethical systems. Mention some earlier systems that appealed to the principle of living according to Nature and their interpretation of the principle.

How does the Stoical interpretation differ from that of the Epicurean?

Do you know of any modern ethical theories in which an appeal is made to the same principle?

IV. State briefly the theological and psychological doctrines of the Stoics and show how they are related to their ethical views.

State and criticize the Stoical view of pleasure and the relation it bears to the 'good.'

V. What led the Stoics to draw a distinction between "things preferred" and "things to be rejected or declined," and how does this distinction affect or qualify their main ethical views.

Are there any other modifications in the Stoical theory?

How do the Stoics reconcile moral responsibility with their doctrine of necessity?

VI. "Virtue," says a Stoic writer, "is nothing else but rightly ordered reason." Does this convey a full and accurate idea of virtue as held by the Stoics in general? If so, how does it differ from the Socratic doctrine "virtue is knowledge."

VII. Estimate the significance and value of the most general ideas contributed by Stoicism to ethical speculations. What are the points of agreement between Stoicism and modern Intuitionalism as represented by the Moral Sense and Rational schools.

VIII. What peculiar characteristics does Stoicism exhibit on Roman soil? Account for those characteristics.

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ARISTOTLE'S ETHICS.

I. Explain briefly the Socratic doctrine that knowledge is vir-

tue and give Aristotle's criticism of it. How does Aristotle deal with the theory that all vice is involuntary?

II. Discuss Aristotle's doctrine of happiness as the chief good, tracing the steps by which he arrives at his definition of happiness.

III. Give a critical statement of Aristotle's doctrine of the mean, and discuss more particularly his application of it in the case of truth and justice.

IV. Give Aristotle's doctrine of voluntary and involuntary actions. Does Aristotle introduce a third or intermediate class of actions? How far would the introduction of such a class be justifiable?

V. How does Aristotle treat the question of the freedom of the will?

VI. Compare the Hedonism of Eudorus with that of modern schools, and show to what extent Aristotle's criticisms would be applicable to the latter. What arguments does Aristotle bring forward to show that pleasures differ in kind? What does he consider the standard by which pleasures are to be estimated?

VII. Explain Aristotle's distinction between universal and particular justice, and give his divisions of particular justice. Does he determine justice and injustice by reference to consequences or to motives?

VIII. What is the relation of self-love to virtue? Compare Aristotle's teaching on this subject with Butler's.

IX. Compare Aristotle's treatment of the question of suicide with that of Socrates.

X. Give Aristotle's analysis of magnanimity or great-mindedness. Why does he call magnanimity the *cosmos* of the virtues? How far may we regard the magnanimous man as a type of the highest virtue?

BRANCH V.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ANCIENT HISTORY.

I. Name the principal original authorities for the history of the Seleucidæ and state what you know of their works.

II. Draw two maps showing (1) The Seleucid empire at the accession of Antiochus II. (Theos) and (2) the political distribution of the same territories at the accession of Antiochus VII. (Sidetes). Enter on the first map the principal Greek cities founded by Seleucus Nicator and his successor, and mark in dotted lines the dominions of Seleucus as fixed at the settlement which followed the battle of Ipsus.

III. Describe the political situation in Western Asia at the accession of Antiochus the Great, and trace the causes tending to the

dismemberment of the Seleucid monarchy which were then at work. How far was the empire respectively strengthened and weakened during Antiochus' reign?

IV. State the causes which led to the revolt of Judæa against the Seleucid sovereignty and trace briefly its rise to independence under the Asmonean family.

V. Describe the condition of Syria immediately prior to its settlement by Pompey after his peace with Tigranes and sketch the lines of that settlement. Illustrate your answer by a map.

VI. Compare the Seleucid monarchy in its palmy days with the British Empire in India (1) in regard to political organization; (2) in regard to the position and privileges of the dominant race.

VII. Describe briefly the relations of the Seleucid kings (1) with India, (2) with Bactria, (3) with Armenia, (4) with Rhodes.

VIII. State shortly what you know of the following persons: Lysimachus, Demetrius Poliorcetes, Berosus, Hermeias, Tryphon, Ptolemy III. (Euergete) of Egypt, Arsaces VI. (Mithradates) of Parthia.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

MEDIÆVAL HISTORY.

The Latin Emperors of Constantinople.

I. (1) Contrast the character of the Greeks with that of the Latin and Teutonic nations and (2) mark the difference between the government of the former and that of the latter, at the time of the Latin conquest.

II. Show that the power of the old Byzantine Cæsars was rather divided than crushed by the Latin Crusaders. What were the fragments which both in Asia and Europe were saved from the Latin conquest?

III. Describe Villehardouin's famous retreat, after his bloody encounter with Calo-John and his Comans.—It is said of it, that "it is *the only* piece of true generalship in the whole military history of the Crusades." Criticise this statement.

IV. (1) In what did Henry's policy chiefly differ from that of Baldwin I.? (2) Mention some salutary Edicts enacted during his reign. (3) Was his religious policy always consonant with the wishes of the Pope?

V. Give a brief account of the origin and singular fortunes of the House of Courtenay (1) at Edessa, (2) in France, and (3) in England.

VI. By what reasons were the Latins prompted to offer the Byzantine throne to Andrew, king of Hungary, and what determined the Hungarian Prince to decline the offer?

VII. (1) Give the circumstances of Peter of Courtenay's coronation. (2) On what conditions did the Venetians engage to transport his forces beyond the Adriatic? (3) Discuss the several accounts given of his death.

VIII. Why was Robert's reign an era of *calamity* and *disgrace?*

IX. John of Brienne is compared by the poets of the age to Hector, Roland, and Judas Maccabæus. Mention some exploits of that prince which seem to authorise such comparisons. What were his claims to the kingdom of Jerusalem?

X. (1) By what expedients did Baldwin II. try to replenish his empty exchequer, and (2) by what alliances did he protect his tottering throne?

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

MODERN HISTORY.

The English Settlements in North America, from the Confederation of New England to the Declaration of Independence,
(*A.D.* 1648 *to A.D.* 1776.)

I. How did the English Civil War, the Commonwealth, and the Restoration under Charles II. influence the state of things in Virginia?

II. What is your opinion about the "grand model" (Constitution) devised by Locke for the Carolines?

III. What do you know about the origin and the early history of the city of New York?

IV. Give a description of "King Philip's War."

V. Describe the operations which led to the annexation of Canada by Great Britain, and contrast the character of the Commanders on both sides.

VI. What were the chief causes of discontent in the Colonies leading to the War of American Independence, and why did the outlying English colonies not join the thirteen Colonies in revolting against England?

VII. Write short notes on: the Navigation Acts, the Revenue Act, the Stamp Act, the Declaration Act, the Quartering Act, the Tea Act, the Boston Port Act and the Prohibition-of-Trade Act.

VIII. What was the attitude taken towards the Colonies by the following statesmen: Sir Robert Walpole, George Grenville, William Pitt (Earl of Chatham), Lord North, and Burke?

IX. Contrast and criticise the French treatment of the Indians and their policy in America with that of the English.

X. State what you know about Schemes of Colonial Union before the outbreak of the war.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

HISTORY OF INDIA.

The Portuguese in India (A.D. 1498 to A.D. 1662.)

1. Describe the political condition of India at the time of the arrival of the Portuguese and show how their fortunes were affected by the peculiar constitution of Malabar.

II 1. State the change of policy which dates from the arrival of Francisco de Almeida and note the steps taken by him in carrying it out.

2. What may be regarded as having caused the change, and estimate how far it was beneficial or otherwise to Portuguese interests.

III. Through what channels did the Indian Trade reach Europe prior to the arrival of the Portuguese? Describe the efforts made by the early Viceroys to secure a monopoly of the trade, noting their successes or failures.

IV. Justify, by giving details of his domestic and foreign policy, the claim of Alphonso de Albuquerque to rank as the greatest of the Viceroys.

V. Under what circumstances did the Portuguese come into conflict with the Turkish Power? What was the immediate and ultimate effect of the conflict on Portuguese interests?

VI. Discuss the social and religious policy of the Portuguese in their dealings with the natives of India. What is the significance of the Synod of Diamper in the History of Indian Christianity?

VII. 1. Mention in what essential respects the Portuguese trading expeditions differed from the early English and show how the ultimate stability of the two Powers in India was affected by this difference.

2. When did the two nations first collide in India and with what result?

VIII. By many Portuguese historians the decline of Portuguese power in India is ascribed to the domination of Spain over Portugal. Discuss this statement in the light of the incidents attending the decline.

IX. Draw a map of India showing the position of the Portuguese settlements, when the Portuguese power was at its zenith. Affix dates showing when each settlement was first occupied.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SPECIAL HISTORICAL SUBJECT.

The Working of the principle of Nationality in the politics of the Nineteenth Century.

I. Draw a map of Europe as it would stand if each "nation-

ality" had a single and separate political existence and explain what *criteria* have guided you in distinguishing "nationalities" for this purpose.

II. How far was the political system of the first Napoleon in accordance with and how far did it run counter to the principle of nationalities? Discuss in this connection the territorial changes effected by the treaties of Amiens, Pressburg and Tilsit.

III. The monarchy of Seleucus, the history of which you have had to study, was, like the Austrian empire, a conglomeration of diverse nationalities under a common sovereign. Compare the two empires in respect to the difficulties caused by this fact and the way in which the reigning dynasty sought to meet them.

IV. In what respects has the settlement of Europe by the Congress of Vienna (1815) been modified up to date, and how far have such modifications been in accordance with the principle of nationalities?

V. Estimate the respective shares taken by Cavour, Garibaldi and Mazzini in promoting Italian unity.

VI. Write brief notes on the following: Panslavism, Italia Irredenta, the Grossdeutch and Kleindeutch (Great German and Little German) parties, the Schleswig-Holstein question, the treaty of San Stefano.

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

SCIENCE AUXILIARY TO HISTORY.

Epigraphy.

I. Sketch Dr. Burnell's opinion about the origin of the Vaṭṭeluttu alphabet and its relationship to the Southern Aśôka character.

II. Write out lists of (1) the Pallava dynasty and (2) the Chôla dynasty, and state in detail the means by which their approximate time can be fixed, though none of their inscriptions is dated in any era.

III. Who was the founder of the Eastern Chalukya dynasty, and in what way was he related to his contemporary of the Western branch?

IV. Name the capital of (1) the Hoysalas and (2) the Kâkatîyas. By whom and when were these two dynasties finally overthrown?

V. Give the names and the approximate time of reign of the most important kings of each of the three Vijayanagara dynasties.

VI. Name the dynasties of Southern India, the copper-plate inscriptions of which bear on their seal the figure of (1) a bull and (2) a boar, respectively.

VII. In numerous temples of the Tamil country you find inscrip-

tions opening with the words (1) இமையா and (2) இமயவரி. To the reigns of which two kings do these invariably belong?

VIII. What is meant by (1) the solar and (2) the luni-solar year? In which part of the South is each of the two used?

IX. Give the names and starting-points of the chief eras which have been used in Southern India.

X. How do you account for the fact that the Grantha and Tamil characters, though related to each other and used side by side in the same documents, exhibit perfectly distinct forms for certain letters, *e.g.*, m?

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

INTERNATIONAL LAW.

I. Define:—(1) Right of Search; (2) Booty; (3) Extradition; (4) Intervention; (5) Cartels.

II. 1. Into what classes are diplomatic agents divided?
2. What immunities do such agents enjoy?

III. On what grounds does Hall decide that "it is not necessary to adopt the artificial doctrine that notice must be given to an enemy before entering on war"?

IV. 1. Distinguish clearly between a neutral State and neutralized State.

2. Discuss the legal propriety of neutralising inter-oceanic canals.

V. Discuss the relation of treaties to International Law. Why is it not strictly analogous to that of contracts to Municipal Law?

VI. What is meant by the "Concert of Europe"? To what treaty may it be traced? Show how it has operated in the cases of Belgium, Greece, Egypt, and Italy.

VII. Give a brief but clear account of Grotius's work, *De Jure Belli ac Pacis*, and show the influence it has had on all subsequent works dealing with the subject of International Law.

VIII. What rights have the following classes of persons?

1. Enemy non-combatants;
2. Members of the Red Cross Society;
3. Consuls;
4. Domiciled aliens.

IX. 1. State the laws regulating naturalisation in the following countries:—
(*a*) England, (*b*) the United States, (*c*) Prussia, (*d*) Switzerland.

2. How do these laws affect married women?

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

First Paper.

I. What is the relation between Political Economy and Law?

II. Discuss the method best adapted to arrive at Economic truth.

III. What is the Physiocratic school of Political Economy? Mention the most eminent names connected with that school and the views propounded by them, and compare those views with the older theories then current.

IV. What is Jevons' theory of value? Discuss its correctness.

V. State Cairnes' criticism of Mill's doctrine of cost of production, and his own analysis of cost of production.

VI. State the law of 'diminishing return' and the forces which counteract the operation of the said law.

VII. State and criticise Mill's fundamental propositions relating to capital.

VIII. 1. State how unequal competition affects rents.
2. State how rent is generally fixed in the United States, in England, and in Ireland, and how such adjustment affects the position of tenants in the three countries.

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY.

Second Paper.

I. It is often thought that the prevalence of a high rate of wages in a country prevents the extension of its foreign commerce. How does Cairnes disprove this, and what propositions does he enunciate as to the connection between wages and foreign commerce? Are Indian cotton manufacturers wrong in thinking that legislative limitation of the hours of labour would make competition with Manchester more difficult?

II. Adam Smith contrasts the 'balance of trade' and the balance of 'production and consumption.' Comment on this distinction and illustrate it.

III. Show exactly in what the gain from a country's foreign trade consists, and expose the fallacy that it can be measured either by the excess of imports over exports or by the profits of its merchants.

IV. What precise function do bill brokers perform in the London money market? Why cannot bankers perform this function so well?

V. Give Mill's description of "the extreme case of what is called a commercial crisis."

How does Bagehot support his position that in time of panic the Bank of England "must advance freely and vigorously to the public out of its reserve?"

VI. Account for the fact that private banks issue bank notes in England and not in India, and discuss the advisability of either country conforming to the usage of the other in this respect.

VII. Discuss the policy of raising a revenue by taxes on :—

(1) Legal instruments (Stamps).
(2) Legal proceedings (Court fees).
(3) Legacies.

VIII Show from what Mill says in his chapter on the Limits of the Province of Government that he would have approved the laws which now regulate elementary education in England. Why cannot the same laws be imposed in India?

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ESSAY ON POLITICAL ECONOMY.

Write an essay on any one of the following subjects :—

1. The economic effects of the confiscation of Church property in England at the Reformation.

2. The economic advantages or disadvantages of the ryotwari system as compared with zemindari tenure.

3. The legitimate work of co-operative societies

BRANCH VI.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

For all Branches.

I. 1. Specify the objects of the Science of Language; and give some illustrations to elucidate your answer.

2. Enumerate the questions still unsettled in this science.

II. Give the morphological classification of languages adopted respectively by (i) Pott, (ii) Steinthal, (iii) Max Müller, and (iv) Sayce; explaining peculiarities of nomenclature, and discussing the merits of their respective systems.

III. 1. Examine, and give with reasons your opinion on, the theory of the Three Stages of Development in the history of language.

2. What are Sayce's views on this subject?

IV. 1. Distinguish clearly between the respective phonological functions of Pitch, Stress, and Quantity; and illustrate your answer by reference to both ancient and modern tongues.

2. Mention the consonantal Glides, and give examples of English words containing them.

V. 1. (i) When, and in what group of languages, does the, Aryan *Lautverschiebung*, formulated by Grimm, appear to have originated?

(ii) Briefly state the reason usually assigned for the original dislocation.

2. Mention (i) the classical words which, by Grimm's Law, correspond to the English:—(1) *kin*; (2) *hart*; (3) *feather*; and

(ii) the English words which similarly correspond to the classical:—

1. *Flo-s* (Lat); 2. *jani* (Sk.); 3 *jna* (Sk); 4 *pur-na* (Sk.); 5. *φηγ-ός* (Gk); 6 *vid* (Sk.)

VI. 1. Among other examples, it is pointed out by Karl Verner in Kuhn's *Zeitschrift* that the accent of the Vedic *saptan* and the Greek *ἑπτά*, "seven," shows why the Gothic *sibun* has *b* instead of the regular *f* required by Grimm's Law.

Write a note bringing out clearly the full purport of Verner's statement; and give any two other words not satisfactorily explained by Grimm's Law, but accounted for by Verner's Law.

2. Point out those non-Aryan groups of languages in which a *Lautverschiebung* has been discovered

VII. Enumerate the four facts which Max Müller lays down as necessary to be remembered in etymology; and illustrate your answer in each case.

VIII. "Reduplication is common to all the languages of the world, though used to express very different grammatical ideas" *Sayce*.

To what different uses has this device been turned in various languages? Give one example of each separate use.

IX Trace in detail, and under various headings, the relation of the Science of Language to Education.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE ENGLISH LANGUAGE.

I. 1. "The English alphabet is *uncertain, inconsistent and erroneous*." Discuss this statement.

2. Illustrate, as fully as you can, the influence of the Norman Conquest on English sounds and alphabetic symbols.

3. What changes in pronunciation has the word '*one*' undergone?

4. Remark in explanation of the italicised letter in citizen.

II. 1. "In tracing the derivation of a word, we are bound to explain not the consonants alone, but the vowels also, as the latter

enable us to apply a *more delicate* test." Illustrate this by considering if 'food' is derived from 'feed' or *vice versâ*.

2. What other rules would you recommend for the guidance of one proceeding to obtain a scientific derivation of an English word?

III. 1. Discuss the origin and present form of the homonyms:—*feud* (= i. enmity, = ii. a fief) and *kennel* (= i. a house for dogs, = ii. a gutter).

2. Account for the doublets (1) *feast-fête*, and (2) *rear-raise*.

3. Write notes in explanation of the italicised portion in the following words:—dealt, sheep-*fold*, nor, cleanse.

IV. 1. Thus eschapit the nobill kyng;
Bot sum men sais, this eschaping
Apon ane othir maner fell
Than throu the vading (= wàding); for thai tell,
That the kyng a gud archer had,
And quhen he saw his lord swa stad,
* * *
He ran on fut alwayis hym by,
Till he in-till the wod wes gane.

2. Moche aþ þe sorwe ibe ofte in Engelonde,
* * *
Verst, as ȝe abbeþ ihurd þe emperours of Rome,
Suþþe Saxons and Englisse mid batayles stronge,
And suþþe hii of Denemarch þat hulde it al so longe;
Atte laste hii of Normandie þat maisters beþ ȝut here,
Wonne hit and holdeþ ȝut icholle telle in wuch manere.

You are required (*a*) to name the dialects to which the preceding extracts belong; (*b*) to give *six* reasons for your identification with reference to the first extract; (*c*) to point out in (2) *six* forms or idioms in which the dialect of (2) differs from the dialect of (1); and (*d*) to make a list of the words of Norman-French origin in the two extracts.

V. At what period would you place the beginning of Modern English? Give your reasons.

VI. In what respects may the following events be regarded as exercising an important influence on the history of the English language?

The Wars of the Roses, Introduction of Printing, Publication of the Authorised Translation of the Bible, the Battle of Plassy, Carlyle's Translation of Wilhelm Meister.

VII. What relative pronouns are employed by Chaucer? Give

the history of the relative '*that*'; and carefully distinguish the present usage of *who*, *which*, *that*, *what* as relatives.

VIII. In a recent work, Mr. Earle remarks that, "besides participles and verbal nouns, there are words in —*ing* which are neither the one nor the other, but are either Verbs in the Infinitive Mood, or where they have prepositions before them are gerunds. In these cases the —*ing* as truly represents the old infinitival termination —*an* as Abingdon represents an earlier form Abbandun." Do you agree with this view? Discuss the question at issue and illustrate your answer.

or

Construct a table showing the vowel gradations in the various stems employed in the conjugations of strong verbs in the *first period* of the language, giving an example for each conjugation.

IX. "The current division of the parts of speech involves diverse and incompatible points of view. The facts we have to deal with are too complex and too variously combined to be comprehended under eight or nine rubrics. There are a host of intermediate steps which render possible a gradual transition from one class to another." Discuss this statement and illustrate your answer.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Anglo-Saxon Reader, (Sweet); Chaucer, *The Prologue and the Nonne Prestes Tale*; Spenser, *The Faery Queene, Book I.*

I. 1. Translate the following passages, and parse the words underlined:—

(*a*) Ǫnd þā gebēad hē him hiera āgenne dóm fēos ǫnd lǫndes, gif hīe him þæs rīces ūþon; ǫnd him cȳþdon þæt hiera mǣgas him mid wǣron, þā þe him frǫm noldon.

(*b*) Þā besæt sīo fierd hīe þǣr ūtan þā hwīle þe hīe þǣr lęngest męte hæfdon; ac hī hæfdon þā heora stemn gesetenne ǫnd hiora męte genotudne; ǫnd wæs se cyng þā þiderweardes on fære, mid þǣre scīre þe mid him fierdedon.

(*c*) Hér on þissum gēare sęnde se cyning and his witan tō ðām hęre, and gyrndon friðes, and him gafol and męts unge behēton wið þam ðe hí hiora hęrgunge geswicon.

(*d*) þā hī þider cōmon, þā woldon hī innian þǣr him sylfum gelīcode. Þā cōm ān his manna, and wolde wīcian æt ānes bōndan hūse his unþances, and gewundode þone hūsbōndan, and se hūsbōnda ofslōh þone ōðerne.

(*e*) 'Hwæt sceal ic winnan?' cwæð hē. 'Nis me wihte þearf
hearran tō habbanne; ic mæg mid handum swā fela
wundra gewyrcean; ic hæbbe geweald micel
tō gyrwanne gōdlecran stōl,
hēarran on heofne. Hwȳ sceal ic æfter his hyldo ðēowian,
būgan him swilces gēongordōmes? ic mæg wesan God swā hē.'

2. Write a short abstract of the poem from which passage (*e*) is extracted.

II. 1. (*a*) Decline the following nouns and give the gender of each:—here, scip, wicu, feorh.

(*b*) Decline 'god' (1) as a *strong*, (2) as a *weak* adjective.

(*c*) Give the comparative and superlative degrees of the adjectives:—yfel, heah, micel.

2. (*a*) When is the weak form of the adjective used?

(*b*) What different ways are there of expressing the passive in Anglo-Saxon? *E.g.*, give the various renderings of, "he was slain."

(*c*) How is the gerund in Anglo-Saxon formed? State its various uses.

III. The following passages occur in Chaucer's descriptive portraits of the Canterbury Pilgrims. Assign each to its proper character and explain the words italicised:—

1. Of *woode-craft* wel cowde he al the usage.
2. Therefore he was a *pricasour* aright;
3. Ful semely hire *wympel* i-pynched was;
4. His typet was ay *farsed* ful of knyfes.
5. Wel couthe he in eschaunge *scheeldes* sells.
6. And gladly wolde he lerne, and gladly teche.
7. Seynt Julian he was in his countré.
8. He was a *janglere* and a *golyardeys*,
9. In youthe he lerned hadde a good *mester*;
10. For *sawceflem* he was, with eyghen narwe.
11. A *vernicle* hadde he sowed upon his cappe.
12. But *altherbest* he sang an *offertorie*;

IV. 1. What, according to Pertelote, is the cause of dreams? What remedy for bad dreams did she prescribe for Chauntecleer?

2. Explain the following passages:—

(*a*) For she was as it were a maner deye.

(*b*) By nature knew he ech ascencioun
Of equinoxial in thilke toun;
For whan degrees fyftene were ascended,
Thanne crew he, that it mighte not ben amended.

3. Shew from the text of the Nonne Prestes Tale on what day of the year and at what hour of the day, the incident which forms the basis of the tale occurred.

V. Mention the chief points in which the adjective and the adverb of Chaucer's writings differ from those of the present time. Give examples from the Prologue and the Nonne Prestes Tale.

VI. Compare the allegory of the Redcrosse Knight in the First Book of the Faery Queene with that of Christian in the Pilgrim's Progress.

VII. 1. Give the substance of Spenser's description of Prince Arthur. What part does he play in the story of the Redcrosse Knight?

2. Compare Spenser's two personifications of Pride.

VIII. 1. A number of grammatical forms used by Spenser were archaic when he wrote. Mention the chief of these that occur in the First Book of the Faery Queene.

2. What similes are used by Spenser to illustrate:—

(*a*) the encounter between the Redcrosse Knight and Sansfoy;

(*b*) the stroke with which Orgoglio vanquished the Redcrosse Knight?

3. In what connection does each of the following lines occur? Explain the italicised words in (*a*) and (*b*). What emendations have been proposed of (*c*)?

(*a*) The tree of life, *the crime* of our first fathers fall

(*b*) His sparkling blade about his head he *blest*.

(*c*) Best musicke breeds delight in loathing eare.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Shakespere; Milton, *Comus* and *Lycidas;* Shelley; Tennyson; Ruskin.

I. 1. Give briefly the arguments by which Brutus persuades himself that it is right to murder Cæsar.

2. What limiting condition is imposed upon Mark Antony in his funeral oration, and how does he turn the apparent difficulty to his own advantage?

3. Brutus and Cassius differ more than once as to the

course to be pursued. What is the attitude of Cassius towards Brutus on these occasions?

II. 1. The time covered by *Macbeth* is only two or three months if we take the letter of the text. Refer to any passages the spirit of which suggests that the action really embraces a very much longer period

2. When her husband is most weak, Lady Macbeth most rises to the occasion. Give two illustrations of this.

3. . . . . The thane of Cawdor lives,
A prosperous gentleman.

Who says this, and how comes he to make so astounding a statement?

III. 1. What reasons take Oliver, Duke Frederick, Jaques, Orlando, Celia, respectively, to the forest?

2. Give in plain simple English the story of Phoebe as she herself might have told it afterwards to a bosom friend, making clear her successive phases of feeling.

IV. 1. Make out a genealogical tree to explain the relationships of the principal English characters in *King John*.

2. Sketch the character of the Bastard (illustrating your views with quotation or reference).

3. To start a conflagration is easy—to extinguish it again not so easy. Give an instance of this from *King John*.

V. 1. In what respect do the transformations of Comus differ from those of his mother?

2. Give briefly the purport of the conversation between Comus and the Lady in the palace.

3. What is the date of *Lycidas?* In a few words, describe the state of ecclesiastical affairs in England at that time?

VI. 1. (*a*) How does Shelley introduce a description of himself in *Adonais?* Give its substance.

(*b*) How do Morning, Ocean, Echo, Spring, respectively, show their grief?

2. Give three similes or metaphors from the description of the forest in *Alastor*.

VII. 1. State in a few words the circumstances of each separate occasion on which the hero sees Maud, and the effect produced on him.

2. Rewrite the following passages, marking the stresses and dividing off the feet. (— ◡ / &c.)

(*a*) Long have I sighed for a calm: God grant I may find it at last!

It will never be broken by Maud, she has neither savour nor salt,

Perfectly beautiful, let it be granted her; where is the fault?

Faultily faultless, icily regular, splendidly null.

(*b*) There has fallen a splendid tear
From the passion-flower at the gate;
She is coming, my dove, my dear;
She is coming, my life, my fate.

VIII. 1. Name the seven *lamps*, and explain the meaning of the *lamp of life.*

2. Give clearly and concisely the substance of Ruskin's remarks on any *three* of the following :—

(*a*) our duties with regard to national architecture;

(*b*) the danger of losing sight of the highest ideal, of allowing considerations of expediency to blind us to the truly right conception;

(*c*) the common confusion between the greatness of a sin and its unpardonableness;

(*d*) Liberty and Law.

IX. Explain and give in a few words the context of any *four* of the following passages :—

1. A sad votarist in palmer's weed,
2. Dost thou think, though I am caparisoned like a man, I have a doublet and hose in my disposition ?
3. Life, like a dome of many-coloured glass,
   Stains the white radiance of eternity.
4. . . . . Patches set upon a little breach
   Discredit more in hiding of the fault
   Than did the fault before it was so patched.
5. He cannot buckle his distempered cause
   Within the belt of rule.
6. God has lent us the earth for our life; it is a great entail.
7. However we brave it out, we men are a little breed.
8. When love begins to sicken and decay
   It useth an enforced ceremony.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on :—

Wit and humour in English Literature.

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Hooker; Bacon; Milton, *Paradise Lost, I., II, VI., Areopagitica;* Dryden.

I. 1. Who gave Hooker the epithet "judicious," and in what connection ?

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2. How does Hooker distinguish—

(i) Will, Appetite and Choice;

(ii) Laws of Nature and Laws of Reason;

(iii) Laws "mixedly" and Laws "merely" human?

II. 1. "Bacon's essays spring directly out of Bacon's life." Justify this statement by an account of the growth of the *Essays* in successive editions.

2. Complete the epigrams founded, in the *Essays*, on the following similes:—"Money is like muck," "Fame is like a River," "Fortune is like the market."

3. Explain and establish the following "Colour of Good and Evil" and give the "fallaxes and elenches" of it:—

Quod bono vicinum, bonum; quod a bono remotum, malum.

III. Examine to what extent the language and conduct of Satan in the sixth book of *Paradise Lost* agree with the delineation of him in the first and second books.

or

What inconsistencies have been alleged between one part of *Paradise Lost* and another in relation to the war in heaven? How may Milton be defended in regard to them?

IV. Give the substance of the speeches of Moloch and Belial in the great council of the fallen angels.

V. 1. Narrate the circumstances under which *Areopagitica* was composed and account for the name of it.

2. How does Milton support his contention in *Areopagitica*:—"That this order of licencing conduces nothing to the end for which it was fram'd"?

VI. Compare Hooker's view as to the powers of Reason in the discovery of religious truths with the view maintained by Dryden in *Religio Laici*.

or

Examine the question of Dryden's honesty in politics and religion, in the light of your text.

VII. 1. Identify Shimei in *Absalom* and *Achitophel* and give the substance of Dryden's description of him.

2. Give a brief history of the war celebrated in *Annus Mirabilis*, pointing out any misrepresentations regarding it, which the poem contains.

VIII. 1. Write notes on grammatical peculiarities in:—

(*a*) They have not discerned no not gross iniquity to be sin.

(*c*) Our foes we vanquished by our valour left.

(*d*) There be, who knows not that there be, of Protestants and professors, &c.

(*e*) And though no name be for salvation known,
But that of His Eternal Son's alone.

(*f*) The cause of which their disposition, so unframable unto societies wherein they live, is, for that they discern not aright

what place and force these several kinds of laws ought to have in all their actions.

2 Rewrite the last passage in good modern prose, without unnecessary alterations.

IX. 1. Give the meaning of—*stond, bilander, to lurch, behoveful, frore, inquisiturient.*

2. *Shrewd, deceive, regiment, obnoxious, unequal, reprehension* :—In what antiquated sense are these words used in your text? Connect this sense with their derivation.

X. Explain the allusions in the following :—

1 That star, that at your birth shone out so bright.

2. What though your native kennel still be small
Bounded betwixt a puddle and a wall.

3. Not he who takes up arms for cote and conduct and his four nobles of Danegelt.

4. As when Alcides, from Œchalia crowned
With conquest, felt the envenomed robe.

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Wordsworth; Byron; Landor; Burke; Johnson; Addison.

I 1. (*a*) Explain Matthew Arnold's meaning when he states that "Poetry is at bottom a criticism of Life." (*b*) Estimate the claims of Wordsworth to greatness when tested by this dictum.

2. By quotation or otherwise indicate the central thought or lesson contained in *any three* of the following poems :—(*a*) *Michael*, (*b*) *Hart-leap Well*, (*c*) *Lines composed near Tintern Abbey*, (*d*) *Yarrow unvisited*, (*e*) *Yarrow visited*, (*f*) *Yarrow revisited.*

II. 1. Make a list of the principal English poets before Wordsworth that cultivated *Nature* Poetry. 2. Sketch an outline of Wordsworth's *Natural Religion*, distinguishing it clearly from *Paganism*, *Pantheism* and *Anthropomorphism.*

III. 1. Show that the *letter* model adopted by Burke in his *Reflections* and the *dialogue* form used by Landor in the *Imaginary Conversations* are specially suited to the purposes of the respective writers.

2. It has been remarked on Landor's treatment of the historical characters in the *Conversations* that "in his own likeness created he them" Adduce any two instances in illustration of the assertion

3. Give the subject matter of any two of the following :—(*a*) *Pentameron and Pentalogia*, (*b*) *Dry sticks*, (*c*) *Hellenics*, (*d*) *Gebir.*

IV. 1. Quote or refer clearly to the passage in *Childe Harold* where there is an obvious imitation of Coleridge's lines beginning—

They stood aloof, the scars remaining
Like cliffs which had been rent asunder.

2. From what original did Byron take the two stanzas beginning "Italia! oh Italia"?

V. 1. Discuss briefly how far Byron's own character is represented in the hero of *Childe Harold*.

2. (*a*) To whom did Byron address the poem beginning—"The castled crag of Drachenfels"? (*b*) Who were addressed by Landor as *Ianthe* and the *Three Roses?*

VI. 1 (*a*) What stage had the French Revolution reached when Burke wrote his *Reflections?* (*b*) Mention the incident that led him to begin the work. (*c*) To whom was it addressed? (*d*) Mention three important Vindications of the Revolution written in reply to Burke.

2. Examine the justice of Sir Philip Francis' remark to Burke that the famous passage about the French Queen at Versailles was "pure foppery."

3. What, according to Burke, are (*a*) the two principles on which all that is good in European civilisation has depended, and (*b*) the standards by which the effects of the government of any country are to be estimated?

4. Give the substance of Burke's doctrines on (*a*) the *Origin of Society*, or (*b*) the *true Rights of Man.*

VII. 1 What circumstances led to the writing of (*a*) *The City Mouse and Country Mouse*, (*b*) *The Medal Reversed*, (*c*) *Letter to the most Impudent Man Living.*

2. Give the substance of Johnson's comparison between Dryden and Pope under the heads (*a*) *Style* and (*b*) *Genius.*

VIII. 1. Sketch the development of periodical publications up to the time of Addison, and point out the new features introduced by the *Spectator.*

2. By reference to the *plan* and *aims* of the *Spectator* papers explain Mr. Green's remark—"As the first of our lay-preacher Addison is the ancestor of Howard and Wilberforce, as he is the ancestor of Mr. Matthew Arnold."

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT TRANSLATION.

I. Translate into English :—

1. त्वमिमा ओषधीः सोम विश्वास्त्वमपो अजनयस्त्वं गाः।
त्वमा ततंथोर्वंतरिक्षं त्वं ज्योतिषा वि तमो ववर्थ ॥
देवेन नो मनसा देव सोम रायो भागं सहसावन्नभि युध्य।
मा त्वा तनदीशिषे वीर्यस्योभयेभ्यः प्र चिकित्सा गविष्टौ॥

2. उषस्तमश्यां यशसं सुवीरं दासप्रवर्गं रयिमश्वबुध्यं ।
सुदंससा श्रवसा या विभासि वाजप्रसूता सुभगे बृहन्तम् ॥
विश्वानि देवी भुवनाभिचक्ष्या प्रतीची चक्षुरुर्विया वि भाति
विश्वं जीवं चरसे बोधयन्ती विश्वस्य वाचमविदन्मनो योः॥
पुनः पुनर्जायमाना पुराणी समानं वर्णमभि शुम्भमाना।
श्वघ्नीव कृत्नुर्विज आमिनाना मर्तस्य देवी जरयन्त्यायुः॥
3. क इमं वो निण्यमा चिकेत वत्सो मातॄर्जनयत स्वधाभिः ।
बह्वीनां गर्भो अपसामुपस्थान्महान्कविर्निश्चरति स्वधावान्॥
आविष्ट्यो वर्धते चारुरासु जिह्मानामूर्ध्वः स्वयशा उपस्थे।
उभे त्वष्टुर्बिभ्यतुर्जायमानात्प्रतीची सिंहं प्रति जोषयेते॥
उभे भद्रे जोषयेते न मेने गावो न वाश्रा उप तस्थुरेवैः ।
स दक्षाणां दक्षपतिर्बभूवाञ्जन्ति यं दक्षिणतो हविर्भिः॥

4. इन्द्रो वै वृत्रं हत्वा सर्वा विजितीर्विजित्याब्रवीत्प्रजापतिमहमेतदमानि यत्त्वमहं महानसानीति । स प्रजापतिरब्रवीदथ कोऽहमिति । यदेवैतदवोच इत्यब्रवीत् । ततो वै को नाम प्रजापतिरभवत् । को वै नाम प्रजापतिः । यन्महानिन्द्रोऽभवत्तन्महेन्द्रस्य महेन्द्रत्वम् ।

5. जातं वात्सप्रेणाभिमृश्योत्तरेण यजुषोपस्थ आधायोत्तराभ्यामभिमन्त्रणं मूर्धन्यबघ्राणं दक्षिणेकर्णे जापः॥ १ ॥ नक्षत्रनामच निर्दिशति ॥ २ ॥ तद्रहस्यं भवति ॥ ३ ॥ मधु घृतमिति संसृज्यतस्मिन्दर्भेण हिरण्यं निष्टर्क्य बद्ध्वावधायोत्तरैर्मन्त्रैः कुमारं प्राशयित्वोत्तराभिः पञ्चभिः स्नापयित्वा दधि-

घृतमिति संमृज्य कांस्येन पृषदाज्यं वषाहृतीभिरोंकारचथुर्थाभिः कुमारं प्राशयित्वाद्भिः शेषं संमृज्य गोष्ठे निनयेत् ॥ ४ ॥ उत्तरया मातुरुपस्थ आधायोत्तरया दक्षिणं स्तनं प्रतिधाप्योत्तराभ्यां पृथिवीमभिमृश्योत्तरेण यजुषा संविष्टम् ॥ ५ ॥ उत्तरेण यजुषा शिरस्त उदकुम्भं निधाय सर्षपान्फलीकरणामिश्रानञ्जलिनोत्तरैस्त्रिस्त्रिः प्रतिस्वाहाकारं हुत्वा संशास्ति प्रविष्टे प्रविष्ट एव तूष्णीमग्नावावपतेति ॥ ६ ॥ एवमहरहरा निर्दशतायाः ॥ ७ ॥

6. प्रशान्ते च मन्युवेगे सस्नेहमुत्थापयमास सुतं । हस्तेनचास्य प्ररुदितस्य पक्ष्मपालीपुञ्ज्यमाननखकिरणनिवहां द्रुतामिवाधिकतरं क्षरन्तीं दृष्टिमुन्ममार्ज । स्वयमपि कठोररागपरिपीयमानेन धवलिम्ना मुच्यमानोदरे क्वथदस्त्रश्वयत्पर्यन्ते शुक्लशीकरतारतारकितपक्ष्मणी सूक्ष्मतराश्रुबिन्दुपरिपाटीपतनानुबन्धाविधुरे लोचने पुनःपुनरापूर्यमाणे प्रमृज्य वाष्पार्द्रगण्डगृहीतां च श्रवणशिखरमारोप्य शोकलम्बामलकलताम् अधःस्रस्तविलोलबालिकाव्याकुलिताञ्च समुत्सार्य तिरश्चीं चिकुरसटाम् अश्रुप्रवाहपूरितमार्द्रञ्च किञ्चित् च्युतमुत्क्षिप्य हस्तेन स्तनोत्तरीयं तरङ्गितमिव मग्नांशुकपटान्ततनुताम्रलेखालाञ्छितलावण्यं कुञ्जिकावर्जितराजहंसास्यसमुद्गीर्णेन पयसा प्रक्षाल्य मुखकमलं कलमूकलोकविधृते वासःशकले शुचिनि समुन्मृज्य पाणौ सुतवदनाविनिहितानिभृतनयनयुगला चिर स्थित्वा पुनःपुनरायतं निश्वस्यावादीत् .

7. इह खल्वात्मादेः प्रमेयस्य तत्त्वज्ञानं परमपुरुषार्थोपकारीति सर्वे भारतवर्षीयास्तदन्यवर्षीयाश्चानुमन्यन्ते शास्त्रकृतः । अतः परमपुरुषार्थार्थिभिरवश्यमात्मानात्मपदार्थानां तत्त्वज्ञानस्य प्राप्तौ यतितव्यम् । एवं येन किमपि तद्विषयतत्त्वज्ञानं प्राप्तं तेन तदुपदेशेऽपि यतितव्यम् । अतस्तेषां पदार्थानां विचारमारभमाणो विचारविषयानुद्दिशति प्रमाणेत्यादिना.

8. रक्तं तदेव वरवस्त्रमियञ्च माला कान्तागमेन हि वरस्य
यथा विभाति । एते च वध्यपटहध्वनयस्तथैव जाता
विवाहपटहध्वनिभिःसमानाः ॥

9. पर्यङ्कग्रन्थिबन्धद्विगुणितभुजगाश्लेषसंवीतजानो-
रन्तःप्राणावरोधव्युपरतसकलज्ञानरुद्धेन्द्रियस्य ।
आत्मन्यात्मानमेव व्यपगतकरणं पश्यतस्तत्त्वदृष्ट्या
शम्भोर्वः पातु शून्येक्षणघटितलयब्रह्मलग्नः समाधिः ॥

10. आस्वादितद्विरदशोणितशोणशोभां
सन्ध्यारुणामिव कलां शशलाञ्छनस्य ।
जृम्भाविदारितमुखस्य मुखात् स्फुरन्तीं
को हर्तुमिच्छति नरः परिभूय दंष्ट्राम् ॥

11. पौरैरङ्गुलिभिर्नवेन्दुवदहं निर्दिश्यमानः शनै-
र्यो राजेव पुरा पुरान्निरगमं राज्ञां सहस्रैर्वृतः ।
भूयः संप्रति सोऽहमेव नगरे तत्रैव बन्ध्यश्रमो
जीर्णोद्यानकमेप तस्कर इव त्रासाद्विशामि द्रुतम् ॥

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

Translate into Sanskrit:—

If we now strip the accounts of Buddha's personality of all the supernatural accretion, we find that he was a king's son who, penetrated by the nothingness of earthly things, forsook his kindred in order thenceforth to live on alms, and to devote himself in the first place to contemplation and thereafter to the instruction of his fellow men. His doctrine was that men's lots in this life are conditioned and regulated by the actions of a previous existence, that no evil deed remains without punishment, and no good deed without reward From this fate which dominates the individual within the circle of transmigration, he can only escape by directing his will towards the one thought of liberation from this circle, by remaining true to his aim, and striving with steadfast zeal after meritorious action only; whereby finally having cast aside all passions which are regarded as the strongest fetters in this prison house of existence, he attains the desired goal of complete emancipation from re-birth. This teaching contains, in itself, absolutely nothing new; on the contrary, it is entirely identical with the corresponding Brahmanical doctrine; only the fashion in which Buddha proclaimed and disseminated it was something altogether novel and unwonted. For while the Brahmans taught solely in their hermitages and received pupils of their own caste only, he wandered about the country with his disciples, preaching his doctrine to the whole people, and—although still recognizing the existing caste system and explaining its origin, as the Brahmans themselves did, by the dogma of rewards and punishments for prior actions—receiving as adherents men of every caste without distinction. To these he assigned rank in the community according to their age and understanding, thus abolishing within the community itself the social distinctions that birth entailed, and opening up to all men the prospect of emancipation from the trammels of birth. This of itself sufficiently explains the enormous success that attended his doctrine: the oppressed all turned to him as their redeemer. If by this alone he struck at the root of the Brahmanical hierarchy, he did so not less by declaring sacrificial worship—the performance of which was the exclusive privilege of the Brahmans—to be utterly unavailing and worthless, and a virtuous disposition and virtuous conduct, on the contrary, to be the only real means of attaining final deliverance. He did so, further, by the fact that, wholly penetrated by the truth of his opinions, he claimed to be in possession of the highest enlightenment, and so rejected the validity of the Veda as the supreme source of knowledge. These two doctrines also were in no way new; till then, however, they had been the possession of a few anchorites; never before had they been freely and publicly proclaimed to all.

With regard to the code of Yājñavalkya just mentioned—the only one of these works which, with Manu, is as yet generally

accessible -its posteriority to Manu follows plainly enough, not only from the methodical distribution of its contents but also from the circumstance that it teaches the worship of Ganesa and the planets, the execution upon metal plates of deeds relating to grants of land and the organization of monasteries—all subjects which do not occur in Manu; while polemical references to the Buddhists which in Manu are at least doubtful, are here unmistakable. In the subjects too which are common to both, we note in Yājñavalkya an advance towards greater precision and stringency, and, in individual instances where the two present a substantial divergence, Yājñavalkya's standpoint is distinctly the later one. The earliest limit we can fix for this work is somewhere about the second century A.D., seeing that the word *naṇaka* occurs in it to denote coin, and this term, according to Wilson's conjecture, is taken from the coins of Kanerki who reigned until A.D. 40. Its latest limit, on the other hand, may be fixed about the sixth or seventh century, as, according to Wilson, passages from it are found in inscriptions of the tenth century in various parts of India, and the work itself must, therefore, date considerably earlier. Its second book reappears literally in the Agnipurāṇa; whether adopted into the latter, or borrowed from it, cannot as yet be determined. Of this work also two recensions are distinguished, the one as Brihad Yājñavalkya, the other as Vriddha Yājñavalkya. As to its relation to the remaining codes, Stenzler, from the preface to whose edition the foregoing information is taken, is of opinion that it is antecedent to all of them and that, therefore, it marks the next stage after Manu.

THURSDAY, 17TH DECEMBER, 2 TO 5 P.M.

TAMIL: TRANSLATION.

Translate into English :—

1. நன்றுதீதெண்ணுதே நாகவரவுயர்த்தோய்
கன்றியுரைக்கக் கடவையோ - வென்றி
விதுரன்கை வில்லிறுத்தான் வெல்விசயன் றன்னோ
டெதிரம்பு கோப்பாரொவர்.

2. வேந்தர்கோன் மகிழ்ந்துதாய மெய்த்தவ முனிவன்
வேடபச்
சாந்தையென் றுலகமேத்துந் தன்னுடைப் புதல்வி
தன்னை
ஈந்தன முனியுமாங்க ணிருந்தன னவனீண்டெ
ய்திய
நாந்தக வுழவநீயு நன்மகப பெறுதியென்றான்.
[நாந்தகம் = வாள்.]

3. மறையின் கேள்வற்கு மனனிளந் தோன்றல்பின்
முறையினீங்கி முழுநிலங் கொள்கிலே
னிறைவன் காக்கில னெனினி யாண்டெலா
முறைவென் கானத் தொருங்குடனே யென்றான.

4. ஆனதன் மனவலியுடனுண்டுநின் றெழுந்து
கானகத்திடைநீங்கியவறனறருகாளை
போனதம்பியர்சேவடிச்சுவட்டினிற்போயத்
துநிறப் புனலுண்டுவீழ்துணைவனைக் கண்டான்.

5. வாட்டிறல் வேந்தனை மடந்தை தன்னொடுங்
காட்டிடைப் புகுத்தி மண் காக்கு மன்னருன்
றாட்டுணை தொழநறுந் தாமநீண்முடி
சூட்டுவனினக்கெனச் சொல்லினனரோ.

6. மன்னவனதனைக்கேளா வருந்திய பசுவைநோக்கி
யென்னிதற் குற்றதென்றென் றமைச்சரை யிகழ்ந்து நோக்க
முன்னுற நிகழ்ந்தவெல்லா மறிந்துளான் முதிர்ந்த கேள்வித்
தொன்னெறி யமைச்சன் மன்னன் றாளிணை தொழுதுசொல்வான்.

7. இறறைக்கு ஏறக்குறைய ஈராயிரம் வருஷத்தின் முன்பு உக்கிரப் பெருவழுதிகாலத்திற் சங்கத்தார் அதிக அகந்தைகொண்டு தெய்வசிந்தனை யில்லாராய்ப் புலவர்களை யவமதித்துத் தம் நெறி பிசகினபோது தெய்வப் புலமைத் திருவள்ளுவ நாயனாராலும் ஔவை இடைக்காடராலும் அவமானப்பட்டுக் கர்வபங்கமடைந்து அத்தோடே சங்கமுமுடிய வேதுவாயிற்று. சங்கத்துள் அரங்கேறினவற்றுட் தேவர்குறளே கடைசியானது.

8. புலியின் மிக்க மெய்வலியுங் கருவிச்சிறப்பு முடைத்தாயினும் யானை ஊக்கமின்மையான் அஃதுடைய அதற்கஞ்சும். பகைவரின் மிக்க மெய்வலியும் கருவிச்சிறப்பு முடையராயினும் அரசர் ஊக்கமிலராயின் அஃதுடைய வரசர்க் கஞ்சுவர்.

9. வினையின்கண் முயல்வான் தெய்வத்தானாக, பொருளின்மையானாக, மெய்வருத்தத் தானாக, தனக்கிடுக்கண் வந்துழி அதற்கு மனங் கலங்காது நிற்றல்வேண்டும்.

10. பழமையிலும் இலக்கண நுண்மையிலும் இலக்கிய விரிவிலும் ஏனைய சிறப்புக்களிலும மற்றக் கண்டங்களிலுள்ள எந்தப்பாஷைக்கும் தமிழ்மொழி சிறிதும் தலைவி முந்தன்மையதன்று. இவ்வண்ணம் பெருமை சான்ற இத்தமிழ்மொழி பற்பல காரணச் செறிவால், சிலகாலமாக

நன்கு பாராட்டிப் பயில்வார் தொகை சுருங்கி அபிவிருத்தியற்று நிற்கின்றது. இக்குறைவு நீங்கத் தங்கள் தங்களுக்கியன்ற வழி முயல்வது தமிழ்மொழியைத் தம்மொழியாக வழங்கும் தமிழர் யாவருந் தலைக்கொள்ளவேண்டிய தவறுக்கடனன்றோ.

11. பிறிதோருயிர்க்கு வந்த துன்பத்தினைத் தனக்கு வந்த துன்பத்தைப்போலப் போற்றிக்கொள்ளானாகில் பெரிய சாத்திரங்களை அரிதிற் கற்றறிந்த அறிவினால் ஒரு பயனுவதுண்டோ. எவ்வுயிர்க்காயினும் மறந்தாயினு மொரு துன்பத்தைச் செய்வனோ மெஞ்ஞானத்தைப் பெறும்பொருட்டுத் திரிகரணங்களினாலும் வருந்தி முயல்கின்றவன்.

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

MALAYALAM: TRANSLATION.

Translate into English:—

1. എന്നാൽ പ്രായം ചെന്നൊരു വിദ്യാർത്ഥി താൻ യാതൊന്നു അറിയെണമെന്നു വെച്ചുതിരയുന്നുവൊ ആ വാക്ക ഇരിക്കുന്നതായ പ്രത്യെക ഖാണ്ഡത്തെയും വർഗ്ഗത്തെയും ശ്ലൊകത്തെയും തിരഞ്ഞുകണ്ടെത്തുന്നതിന്നു അല്പപ്രയാസം ഉണ്ടായിരിക്കുമെന്നു വരികിലും ഒരം പുസ്തകത്തിലെ ശ്ലൊകങ്ങളെ മുഴുവനും ഒരു വാക്കിനെ പ്രത്യെകം ഒരു ഭാഗത്തുവെക്കുന്നതിന്നു ഹെതുവായ ഗ്രന്ഥകർത്താവിന്റെ അഭിപ്രായത്തെക്കുറിച്ചുള്ള ബൊധത്തൊടുകൂടെ ശ്ലൊകങ്ങളുടെ അർത്ഥങ്ങളെയും ഹൃദയസംഗ്രഹം ചെയ്യാനുള്ള പ്രയാസത്തെ ഒരിക്കൽ മാത്രം ജയിക്ക എന്നുവന്നാൽ പിന്നീടുവാക്കുകളുടെ അർത്ഥങ്ങളെ ഒരു കാവടികനു അവന്റെ സ്വന്ത ഓർമ്മയിൽ നിന്നു ഒരു മാത്രനെരത്തെ വിചാരംകൊണ്ടു എളുപ്പമായി കണ്ടെത്താവുന്നതാകുന്നു എന്നത സത്യമത്രെ.

2. അല്പമായുള്ള പ്രകാശംകൊണ്ടു ഉദയമായെന്നു ലൊകർ നിശ്ചയിച്ചു എങ്കിലും ആദിത്യദർശനം അസാദ്ധ്യമായിരിക്കുന്നു. എന്തെന്നാൽ സർവ്വാവെഷ്ടത്തെയും പരിഖണ്ഡനം ചെയ്യുന്ന ഒരു തമസ്സൊടുകൂടിയാണ അരുണൊദയം ആയത. ഉദയരാശി വെളുകഴിഞ്ഞിട്ടും ആകാശമണ്ഡലത്തിന്റെ മനൊഹരമായുള്ള നീല വർണ്ണത്തെ കാർമ്മെഘസഞ്ചയങ്ങൾ മറച്ചിരിക്കുന്ന ധൂമത്തിന്റെ വർണ്ണ

ത്തൊടു സാമ്യമായുള്ള ഒരു നീലിമ ഭൂമിക്കൊരു പരിവെഷംമെന്ന പൊലെ ആവൃതമായി കാണപ്പെടുന്നു. ഇതുമെഘങ്ങളുടെ കാളനിറം ആകാശത്തെ വ്യാപരിക്കുന്ന ജലവിന്ദുക്കളാൽ പ്രതിബിംബിക്കുന്നതിൻെറയും നിബിഡമായി നില്ക്കുന്ന വൃക്ഷങ്ങളിൽ നിതുല്യാസികളായി വിരമിക്കുന്ന പത്രങ്ങളുടെ മരതക വർണ്ണത്തിൻെറയും സമ്മെളത്തിൽ ജന്യമായിട്ടുള്ളതാണ. ജീവസ്വരങ്ങളിൽ അസ്വാസ്ഥ്യത്തൊടെ പറന്നു നടക്കുന്ന കാകഗണങ്ങളുടെ കർണ്ണോത്തുദമായ നിനാദങ്ങളല്ലാതെ അന്യപക്ഷി സ്വരങ്ങൾപൊലും കേൾപ്പാനില്ലാ. എന്നാൽ ഹുങ്കാരത്തൊടുകൂടി പശ്ചിമ സമുദ്രത്തിലെ തിരമാലകൾ ഭൂഭേദനം ചെയ്യാനെന്നപൊലെ ഗർജ്ജിക്കുന്ന ഗംഭീരദ്ധ്വനി ഒരെശ്രുതിയിൽ കെൾപ്പാനുണ്ടു.

3. പഴകിയ ചർമ്മത്തിൻെറ നിറവും സദാ അകാരണമായുള്ള ചിരിയൊടുകൂടിയ വട്ടമുഖവും കാണുന്നവരെല്ലാം കാഴിക്കയാൽ ചാരിത്രത്തിനു മറിവെററതുപൊലുള്ള നാട്ടത്തൊടുകൂടി ലജ്ജ അഭിനയിച്ച കണ്ടുത്തിന സംഭവിച്ചിട്ടുള്ള കുനിവും തിമിർത്തകവിൾത്തടങ്ങളും ഒരു മുളം ഞെരുങ്ങിയതും രൈലപരിചയം ഇല്ലാതെ ചിന്നിച്ചിതറി പാകുന്നതും ആയകെശത്തെ ബലാല്ക്കാരെണ ബന്ധിച്ചധമില്ലമാക്കീരിക്കുന്നതും മുറളിച്ച കണ്ണാഭരണദ്വാരവും ഹ്രസ്വമായ കായവും പരന്ന ഉദരവും കനത്ത ഭുജകച ജഘനാദികളും ചെന്നിരുന്നതിനാൽ സൌന്ദര്യവതി എന്നുപറഞ്ഞുകൂട എങ്കിലും കെരളീയസ്ത്രീകൾക്ക വിശെഷമായുള്ള ഒരു ശ്രീയുണ്ടായിരുന്നതിനാൽ വിരൂപഎന്നും പറഞ്ഞുകൂടാത്ത ഒരു സ്ത്രീയാണ സുഭദ്രയുടെ മുമ്പിൽ പ്രത്യക്ഷയായത.

4. ചെ: ശാസ്ത്രവിരൊധമായത ഒന്നും ചെയ്യുന്നത – ഇവിടുത്തെ ബുദ്ധിയുടെ മാതിരി ഓർത്ത ഞാൻ അത്ഭുതപ്പെടുന്നു. ഇത്ര എല്ലാം ആഗ്രഹം അവളിൽ തൊന്നീട്ടും ആ ആഗ്രഹം ശാസ്ത്രവിരുദ്ധമെന്ന ഓർത്ത ഇല്ലാതാക്കിയത ഇവിടുത്തെ ഒരു ധൈര്യം തന്നെ.

ന: ചിലപ്പൊൾ ഇനിക്ക ഇതിലെല്ലാം വലിയധൈര്യമാണ. കൊപ്പാട്ടകുമ്പിണിയെ ഞാൻ വളരെ കഴക്കി. ആ കഥകൾ ക്കണൊ.

ചെ: അത ഇവിടുന്ന ഇന്നാൾ ഒരു ദിവസം പ്രസ്താപിച്ചു കെട്ടു. എനിക്ക ഇപ്പൊഴും നല്ല ഓൎമ്മയുണ്ടു. അന്നു മുതൽക്കാണ ഇവിടുന്ന അതിധൈൎയ്യവാൻ എന്ന എനിക്ക വിശ്വാസം വന്നത.

ന: എന്നാൽ ഈ വെള്ളക്കാരുടെ സ്ത്രീകളുടെ നിറം ബഹു വിശെഷം തന്നെ, ഇന്ദുലെഖയുടെ നിറം എന്താണ ?

ചെ: നല്ല സ്വൎണ്ണവൎണ്ണം.

ന: എൻെറ നിറത്തെക്കാൾ അധികമൊ.

ചെ: ആ കഥ എന്തിനു ചൊദിക്കുന്നു, നമ്പൂരിയുടെ നിറം ഒന്ന വെറെതന്നെയാണ.

ന: ചെറുശ്ശെരി ഇപ്പൊൾ പരിഹസിക്കുകയാണ ചെയ്യുന്നത. എൻെറ നിറം ഇന്ദുലെഖയുടെ നിറത്തെക്കാൾ അധികം നന്നൊ.

ചെ: ഇങ്ങിനെ ചൊദിക്കുന്നതാണ എനിക്ക ആശ്ചൎയ്യം. സംശയമില്ലാത്ത കാൎയ്യത്തിൽ പിന്നെയും ചൊദിച്ചാലൊ.

ന: ആട്ടെ. ചെറുശ്ശെരി എന്നെയും കണ്ടിട്ടുണ്ടു. ഇന്ദുലെഖയെയും കണ്ടിട്ടുണ്ടു. ഞങ്ങൾ രണ്ടാളുടെയും ശൃംഗാരാദി രസങ്ങളെയും സാമൎത്ഥ്യത്തെയും ചെറുശ്ശെരിവെണ്ടും വണ്ണം അറിയും. എല്ലാം കൊണ്ടും നൊക്കിയാൽ ആ കുട്ടിക്ക എന്നെ ബൊധിക്കുമെന്ന ചെറുശ്ശെരിക്ക ബൊദ്ധ്യമുണ്ടൊ. ചെറുശ്ശെരിയുടെ ബൊദ്ധ്യമാണ എനിക്കും ബൊദ്ധ്യം.

5. പലമന്ത്രങ്ങളും പലയന്ത്രങ്ങളും
പലതന്ത്രങ്ങളു മറിഞ്ഞവനെല്ലൊ
നരകരിരഥതുരഗമെന്നതിൻ
പരീക്ഷകൾ നന്നായറിഞ്ഞവൻ രാമൻ
കര കുശലവും പെരികയുള്ളവൻ
ഭരതശാസ്ത്രവുമദന ശാസ്ത്രവും
മദമകന്നവൻ പഠിച്ചിരിക്കുന്നു
പരകായപ്രവെശവു മാകാശത്തിൽ
പരിചിനൊട ഗമിക്കയെന്നതും
ജലസ്തംഭമഗ്നി പവനസ്തംഭവും
രസനസ്തംഭവു മറിഞ്ഞവൻ രാമൻ.

6. ജീവനായൊരമൃതത്തിനുയൊനിയായ
പാവകനാകുന്നതു നിന്തിരുവടിയെല്ലൊ
സ്ഥാവരജംഗമങ്ങളുള്ളിൽ വാണീടുന്നതും
കെവലഭൃതനായ നിന്തരുവടിയെല്ലൊ.
ഹവ്യമായീടുന്നതും കവ്യമായീടുന്നതും
ഗവ്യാദിബഹുവിധദ്രവ്യങ്ങളാകുന്നതും
ദിവ്യന്മാരുള്ളിലുള്ളൊരന്ധകാരങ്ങൾനീക്കി
നിവ്യാജമാത്മജ്ഞാനാത്മകനായ്ശൊഭിച്ചിട്ടു
മവ്യയാനന്ദനായൊ രവ്യക്തനാകുന്നതും
സുവ്യക്തംസകലലൊകവ്യാപ്തനാകുന്നതും
രവ്യാകാരത്തെപൂണ്ട നിന്തിരുവടിയെല്ലൊ
ആധാരം മററുള്ളങ്ങൾക്കാതുമില്ലയ്യൊഭുവ
നാധാരമൂർത്തെ പരിപാലയകതുണാബ്ജെ.

7. കൎമ്മെന്ദ്രിയങ്ങളാൽ ചെയ്തവ്യമൊക്കവെ
കൎമ്മങ്ങൾ സംഗങ്ങളൊന്നിലും കൂടാതെ
കൎമ്മഫലങ്ങളിൽ കാംക്ഷകൂടാതെ
കൎമ്മങ്ങളെല്ലാം വിധിച്ചവണ്ണംപര
ബ്രഹ്മണിനിത്യെസമൎപ്പിച്ചുചെയ്യെണം
നിൎമ്മലമായുള്ളൊ രാത്മാവുതന്നൊടു
കൎമ്മങ്ങളൊന്നുമെ പററുകയില്ലഎന്നാൽ.

8. കാലസ്വരൂപനായിടുന്നതും ഭവാൻ
സ്ഥൂലങ്ങളിൽ വെച്ചതിസ്ഥൂലനും ഭവാൻ
ഗുണമണുവിങ്കൽ നിന്നണീയാൻ ഭവാൻ
മാനമില്ലാത മഹത്തത്വവുംഭവാൻ
സൎവ്വലൊകാനാം പിതാവയതുംഭവാൻ
സൎവ്വഭൂതാവായതുംഭവാൻ
ദൎവ്വീകരെന്ദ്രശയനദയാനിധെ
ആദിമദ്ധ്യാന്തവിഹീനൻ പരിപൂൎണ്ണ
നാധാരഭൂതൻ പ്രപഞ്ചത്തിനീശ്വരൻ
അച്ചുതനവ്യയനവ്യക്ത നദ്വയൻ

സച്ചിപ്പുരുഷൻപുരുഷോത്തമൻ പരൻ
നിശ്ചലൻ നിർമ്മലൻ നിഷ്കളൻ നിർഗ്ഗുണൻ
നിശ്ചയിച്ചാൽ മറിഞ്ഞുകൂടാതവൻ
നിത്യൻ നിരാമയൻ നിർമ്മലൻ നിസ്പൃഹൻ
നിർവ്വികാരൻ നിരാകാരൻ നിരീശ്വരൻ
നിർവ്വികല്പൻ നിരുപാശ്രയൻ ശാശ്വതൻ
ഷഡ്ഭാവഹീനൻ പ്രകൃതിപരൻ പുമാൻ
സ്വഭാവയുക്തൻ സനാതനൻ സർവ്വഗൻ
മായാമനുഷ്യൻ മനോഹരൻ മാധവൻ
മായാവിഹീനൻ മധുകൈടഭാന്തകൻ
ജ്ഞാനിഹൃത്പല്ലാഭഭക്ഷി നിശ്രേണിയെ
സാനന്ദമാശുസംപ്രാപ്യരഞ്ജിപതെ.

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

Translate into your Vernacular :—

I. Every department of knowledge becomes so loaded with details, that one who endeavours to know it with minute accuracy, must confine himself to a smaller and smaller portion of the whole extent: every science and art must be cut up into subdivisions, until each man's portion, the district which he thoroughly knows, bears about the same ratio to the whole range of useful knowledge that the art of putting on a pin's head does to the field of human industry. Now, if in order to know that little completely, it is necessary to remain wholly ignorant of all the rest, what will soon be the worth of a man, for any human purpose except his own infinitesimal fraction of human wants and requirements? His state will be even worse than that of simple ignorance. Experience proves that there is no one study or pursuit, which, practised to the exclusion of all others, does not narrow and pervert the mind; breeding in it a class of prejudices special to that pursuit, besides a general prejudice, common to all narrow specialities, against large views, from an incapacity to take in and appreciate the grounds of them. We should have to expect that human nature would be more and more dwarfed, and unfitted for great things, by its very proficiency in small ones. It is not the utmost limit of human acquirement to know only one thing, but to combine a minute knowledge of one or a few things with a general knowledge of many things. By a general knowledge I do not mean a few vague impressions. An eminent man, one of whose writings is part of the

course of this University, Archbishop Whately, has well discriminated between a general knowledge and a superficial knowledge. To have a general knowledge of a subject is to know only its leading truths, but to know these not superficially but thoroughly, so as to have a true conception of the subject in its great features; leaving the minor details to those who require them for the purposes of their special pursuit. There is no incompatibility between knowing a wide range of subjects up to this point, and some one subject with the completeness required by those who make it their principal occupation. It is this combination which gives an enlightened public: a body of cultivated intellects, each taught by its attainments in its own province what real knowledge is, and knowing enough of other subjects to be able to discern who are those that know them better. The amount of knowledge is not to be lightly estimated, which qualifies us for judging to whom we may have recourse for more. The elements of the more inportant studies being widely diffused, those who have reached the higher summits find a public capable of appreciating their superiority and prepared to follow their lead. It is thus too that minds are formed capable of guiding and improving public opinion on the greater concerns of practical life.

II. *Ross.* The king hath happily received, Macbeth,
The news of thy success; and when he reads
Thy personal venture in the rebels' fight,
His wonders and his praises do contend,
Which should be thine or his: silenced with that,
In viewing o'er the rest o' the self-same day,
He finds thee in the stout Norweyan ranks,
Nothing afeard of what thyself didst make,
Strange images of death. As thick as hail
Came post with post; and every one did bear
Thy praises in his kingdom's great defence,
And pour'd them down before him.

III. To whom thus Adam fervently replied:
"O woman! best are all things as the will
Of God ordained them; his creating hand
Nothing imperfect or deficient left
Of all that he created, much less man,
Or aught that might his happy state secure,
Secure from outward force; within himself
The danger lies, yet lies within his power;
Against his will he can receive no harm."

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF ENGLISH LITERATURE.

N.B.—*As full answers are required for Questions I.—VI., candidates are at liberty to select any* FIVE *of these.*

I. Trace the history of the Arthurian Legend in England from

the time of its first appearance in Literature to about the end of the 15th century. Refer to six works from the 16th century onwards in which the writers have, in any way, made use of this Legend.

II. "English readers before the close of the 16th century were in possession of a cosmopolitan library in their mother tongue, including choice specimens of ancient and modern masterpieces." Illustrate this statement fully.

III. 1. Give an account of the early history of the drama in England to the appearance of Shakespere.

2. In what plays are the following characters:—Autolycus, Sir Epicure Mammon, Mrs. Malaprop, and Volumnia? Give a sketch of each.

IV In what period of its history was English Literature most under the influence of French Literature? Describe in some detail the nature and extent of the influence, referring to works which most strikingly illustrate it.

V 1. What explanation have you to offer of the fact that, in the present century, "the stage, considered as a field for literary energy, has greatly declined even below the point at which it stood a hundred years ago"?

2. Refer to any four plays produced in the present century which you consider entitled to the epithet 'great' when regarded as works of literature, and give reasons in support of your opinion in the case of *one* of them.

VI. What precise meaning do you attach to the terms '*romanticism*' and '*classicism*' in their application to qualities or tendencies in literature? Illustrate your view by a reference to English authors and their works.

VII. 1. With reference to the following works, you are required to give *very briefly* an account of the circumstances under which, or the objects for which, they were written showing, where you think necessary, in what way they may be regarded as reflecting the age in which they appeared:—*Defence of Poesie, Advancement of Learning, Lucubrations of Isaac Bickerstaff Esq., Tale of a Tub, Vindication of the Rights of Woman, Peter Plymley's Letters.*

2. Select any *two* of the authors whose works are represented in (1) and give a brief description of the characteristic qualities of their style.

VIII. 1. Describe, and state what you know of the history of, the metre of the following:—

Why hunt I them for colour or excuses?
All orators are dumb when beauty pleadeth;
Poor wretches have remorse in poor abuses;
Love thrives not in the heart that shadows dreadeth:
Affection is my captain, and he leadeth;
And when his gaudy banner is display'd,
The coward fights and will not be dismay'd.

2. Sidney, in comparing English with classical poetry, remarks "for rime (= rhythm) we (the English) do not observe quantity." (1) Would you in any way qualify the statement that English poetry does not observe '*quantity*'? (2) Refer to any examples in Elizabethan and Victorian Literature in which classical measures have been imitated.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE SANSKRIT LANGUAGE.

I. Adduce proof for the fact that the palatal consonants are developed from gutturals.

II. Give examples (1) of Sanskrit nouns which are identical with verbal roots; (2) of such as cannot be derived from verbal roots.

III. Enumerate the chief points in which the Sanskrit system of inflexion of nouns and verbs differs from the Drâvidian one.

IV. Explain the origin of the affixes मि, सि, ति, and of the nominative affix स् and quote forms from cognate languages in which these affixes can still be traced.

V. Show that the roots उञ् गुप् and हिंस् owe their existence to false analogy.

VI. Sketch the chief rules of accentuation in the Ṛig vêda.

VII. Define and illustrate by examples Pâṇini's term संप्रसारण.

VIII. Explain the term स्वरभक्ति of the Prâtiśâkhyas.

IX. From what languages are the following words derived:—

जामित्र, द्रम्म, केन्द्र मीन and सुरत्राण.

X. Quote (*a*) ten instances from the Vêda and (*b*) two from the Mahâbhârata of declensional and conjugational form which are not admissible in classical Sanskrit.

XI. देवानं पियो पियदसि राजा एवं आह.

1 Mention the name of the king in whose inscriptions the above passage occurs?

2. In what way has the time of his reign been settled?

3. In what manner do those inscriptions throw light on the history of the languages of Northern India?

XII. Name two Prâkṛit words which are not derived from Sanskrit.

XIII. Give examples of the principal types of the aorist—
1. in the Vêda.
2. in classical Sanskrit.
3. in Prâkṛit.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

RIG VEDA.

I. Explain fully the following passages:—

1. हिरण्यकेशो रजसो विसारेऽहिर्धुनिर्वात इव ध्रजीमान् ।
शुचिभ्राजा उषसो नवेदा यशस्वतीरपस्युवो न सत्याः ॥
आते सुपर्णा अमिनन्तँ एवैः कृष्णो नोनाव वृषभो यदीदं ।
शिवाभिर्न स्मयमानाभिरागात्पतन्ति मिहः स्तनयन्त्यभ्रा ॥
यदीमृतस्य पयसा पियानो नयन्नृतस्य पथिभी रजिष्ठैः ।
अर्यमा मित्रो वरुणः परिज्मा त्वचं पृञ्चन्त्युपरस्य योनौ ॥

2 अग्नीषोमा चेति तद्वीर्यं वां यदमुष्णीतमवसं पणिं गाः ।
अवातिरत बृसयस्य शेषोऽविन्दतं ज्योतिरेकं बहुभ्यः ॥
युवमेतानि दिवि रोचनान्यग्निश्च सोम सक्रतू अधत्तं ।
युवं सिन्धूँरभिशस्तेरवद्यादग्नीषोमावमुञ्चतं गृभीतान् ॥

3. द्वे विरूपे चरतः स्वर्थे अन्यान्या वत्समुप धापयेते ।
हरिरन्यस्यां भवति स्वधावाञ्छुक्रो अन्यस्यां ददृशे सुवर्चाः
दशेमं त्वष्टुर्जनयन्त गर्भमतन्द्रासो युवतयो विभृत्रं ।
तिग्मानीकं स्वयशसं जनेषु विरोचमानं परि षीं नयन्ति ॥
त्रीणि जाना परि भूषन्त्यस्य समुद्र एकं दिव्येकमप्सु ।
पूर्वामनु प्र दिशं पार्थिवानामृतून्प्रशासद्वि दधावनुष्ठु ॥

4. अस्य श्रवो नद्यः सप्त बिभ्रति द्यावाक्षामा पृथिवी द-

शतं वपुः । अस्मे सूर्याचन्द्रमसाभिचक्षे श्रद्धे कमिन्द्र चरतो वितर्तुरं ॥

× × × × × × × × ×

त्रिविष्टिघातुं प्रतिमानमोजसस्तिस्रो भूमीर्नृपते त्रीणि रोचना । अतीदं विश्वं भुवनं ववक्षिथाशत्रुरिन्द्र जनुषा सनादसि॥

5. अर्थमिद्वा उ अर्थिन आ जाया युवते पतिं । तुञ्जाते वृष्ण्यं पयः परिदाय रसंदुहे वित्तं मे अस्य रोदसी ॥

× × × × × × × × ×

अमी ये पञ्चोक्षणो मध्ये तस्थुर्महो दिवः । देवत्रा नु प्रवाच्यं सध्रीचीनानि वावृतुर्वित्तं मेअस्य रोदसी ॥ सुपर्णा एत आसते मध्य आरोधने दिवः । ते सीधन्ति पथो वृकं तरन्तं यह्वतीरपो वित्तं मे अस्य रोदसी ॥

6. प्रमन्दिने पितुमदर्चता वचो यः कृष्णगर्भा निरहन्नृजिश्वना । अवस्यवो वृषणं वज्रदक्षिणं मरुत्वन्तं सख्याय हवामहे ॥

II. In the above extracts point out all the archaic forms and give their equivalents in classical Sanskrit.

III. With reference to the hymns of the Rig Veda prescribed for your examination :

1. Define all the principal metres used, giving examples from the text.

2. Write down the names of the authors of the hymns and of the deities to whom they are addressed.

IV. Give the legend of the fight between Indra and Vritra. How has this legend been interpreted by the European Vedic scholars ?

V. Write in Anushthub metre a short poem of not less than six slokas in praise either of Agni or Indra using the materials given in your text.

VI. Give the meanings in which the following words are used in the Rig Veda and those which they have acquired in the classical Sanskrit :—

शची, वसु, न, ब्रह्मन्, इन्दु, काव्यं, सखि, वयस् .

VII. Give the pada pāṭha of—

यो विश्वस्य जगतः प्राणतस्पतिर्यो ब्रह्मणे प्रथमो गा अविन्दत। इन्द्रो यो दस्यूँरधरा अवातिरन्मरुत्वन्तं सख्याय हवामहे

and the Samhitā paṭha of—

रायिः न यः पितृऽवित्तः वयःऽधाः सुऽप्रनीतिः चिकितुषःन शासुः। स्योनऽशीः अतिथिः न प्रीणानः होताऽइव सद्म विधतः वि तारीत्

VIII. Write a short note on Vedic interpretation pointing out the sources from which the two schools derive their respective authorities.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

SANSKRIT: TEXT-BOOKS.

Apastambagṛihyasûtra, Yâjñavalkyasmṛiti, and Śukranītisāra, IV.

I. Āpastamba.

1. What is the difference between the Gṛihyasûtras and Dharmasûtras ?

2. To which Vêda does the Āpastambasûtra belong ?

3. Give the names of the other Gṛihyasûtras.

4. Describe briefly the सीमन्तोन्नयन, चौल and हेमन्तप्रत्यवरोहण ceremonies.

5. In what points do the rules on the उपनयन of the three upper castes differ ?

6. On what occasion is the verse गृभ्णामि ते recited ?

7. In what respects do the rules for the नामकरण of boys and girls differ ?

8. Explain the words : अन्वष्टका, अवाङग्र, अष्टाकपाल, आग्रयण, इन्वका, उदधान, उपाकरण, क्षैत्रपत्य, चतुःशराव, चित्रिय, जीवचूर्ण, त्रयेणी, त्रयवराध्यम्, दर्भपुञ्जील, दृषत्पुत्र, नवस्वस्तर, निर्दशता, निष्क्या, न्युब्ज, पच्छस्, पाङ्क्त, पृषदाज्य, प्रत्यगाशिस्, प्राध्व, फलीकरण, मीढुषी, विषूचीनाग्र, व्यष्टका, शलालुग्लप्स, श्वग्रह, सिग्वात, स्वनुजा.

II. Yâjñavalkya.

1. What is the difference between गुरु, आचार्य, उपाध्याय and ऋत्विज् ?

2. In what form should royal edicts (शासन) be drawn up ?

3. Define the four उपायाः, the six गुणाः and the seven प्रकृतयः

4. Define the various kinds of संस्काराः, विवाहाः and पुत्राः ?

5. What rates of interest does Yâjñavalkya prescribe ?

6 How should the king punish theft and murder ?

7. In what articles is a Brâhmaṇa forbidden to trade ?

8. Name the five महापातकानि

9 Describe the चान्द्रायण

10. Enumerate the अनुलोमजाः and प्रतिलोमजाः

11. Explain fully the following passage :—

विभागं चेत्पिता कुर्यादिच्छया विभजेत्सुतान् ।
ज्येष्ठं वा श्रेष्ठभागेन सर्वे वा स्युः समांशिनः ॥

यदि कुर्यात्समानंशान्पत्न्यः कार्याः समांशकाः ।
न दत्तं स्त्रीधनं यासां भर्त्रा वा श्वशुरेण वा ॥
शक्तस्यानीहमानस्य किंचिद्दत्त्वा पृथक्क्रिया ।
न्यूनाधिकविभक्तानां धर्म्यः पितृकृतः स्मृतः ॥
विभजेरन्सुताः पित्रोरूर्ध्वं रिक्थमृण समम् ।
मातुर्दुहितरः शेषमृणात्ताभ्य ऋतेऽन्वयः ॥
पितृद्रव्याविरोधेन यदन्यत्स्वयमर्जितम् ।
मैत्रमौद्वाहिकं चैव दायादानां न तद्भवेत् ॥
क्रमादभ्यागतं द्रव्यं हृतमप्युद्धरेत्तु यः ।
दायादेभ्यो न तद्दद्याद्विद्यया लब्धमेव च ॥
सामान्यार्थसमुत्थाने विभागस्तु समः स्मृतः ।
अनेकपितृकाणां तु पितृतो भागकल्पना ॥
भूर्या पितामहोपात्ता निबन्धो द्रव्यमेव वा ।
तत्र स्यात्सदृशं स्वाम्यं पितुः पुत्रस्य चैव हि ॥
विभक्तेषु सुतो जातः सवर्णायां विभागभाक् ।
दृश्याद्वा तद्विभागः स्यादायव्ययविशोधितात् ॥
पितृभ्यां यस्य यद्दत्तं तत्तस्यैव धनं भवेत् ।
पितुरूर्ध्वं विभजतां माताप्यंशं समं हरेत् ॥
असंस्कृतास्तु संस्कार्या भ्रातृभिः पूर्वसंस्कृतैः ।
भगिन्यश्च निजादंशाद्दत्त्वांशं तु तुरीयकम् ॥
चतुस्त्रिद्व्येकभागाः स्युर्वर्णशो ब्राह्मणात्मजाः ।
क्षत्रजास्त्रिद्व्येकभागा विड्जास्तु द्व्येकभागिनः ॥

अन्योन्यापहृतं द्रव्यं विभक्ते यत्तु दृश्यते ।
तत्पुनस्ते समैरंशैर्विभजेरन्निति स्थितिः ॥

III. Śukranītisāra.

1. What are the daily duties of a wife to her husband?

2. Who are the Yavanas referred to in the Sukranītisāra? What is said in it about their religious and social positions?

3. What are the nine gems? Which of them is a woman prohibited from wearing and under what circumstance?

4. State the relative values of metals.

5. What is the difference between Vidyā and Kalā? Enumerate the Vidyās mentioned in the Śukranītisāra.

6. Give the different scales of taxes and tolls to be levied by the king.

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: ESSAY.

Write an Essay on one of the following subjects:—

I. A comparison between the ancient and modern systems of education in India.

II. The rise, progress, and decline of the dramatic literature in Sanskrit.

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS.

Harshacharita, *Kāvyaprakāśa* and *Kanādasūtra* with the Commentary of Udayanāchārya.

I. 1. (*a*) How has the age in which Báṇa lived been ascertained?

(*b*) Give the characteristic features of the period of Sanskrit Literature to which his authorship belongs.

(*c*) Justify or criticise the opinion that Indian thought and literature were at that period subject to much Grecian influence.

2. (*a*) Give as fully as you can, and with references to your text, a description of the state of religion in the Society depicted in Báṇa's Harshacharita.

(*b*) Define an *Akhyáyiká*, and point out how far the Harshacharita as an *Akhyáyiká* is in agreement with the definition.

(*c*) Bring out with a few illustrations the good and bad features of Báṇa's prose style. What is, in your opinion, Báṇa's chief merit as an author?

II. 1. Paraphrase the following passage avoiding the words of the text as far as possible:—

इत्थं भूते च देवे हर्षे, राजनि च तदवस्थे, सर्वस्यैव लोकस्य कपोलेषु कीलिता इव कराः लोचनेषु लेप्यमय्य इवाश्रुस्तुतयः नासाग्रेषु ग्रथिता इव दृष्टयः कण्ठेषूत्कीर्णा इव रुदितध्वनयः जिह्वासु सहजानीव हा कष्टानि लपनेषु पल्लवितानीव श्वसितानि अधरेषु लिखितानीव परिदेवितपदानि हृदयेषु निधानीकृतानीव दुःखान्यभूवन् - उष्णाश्रुदाहभीतेव नाभजत नेत्रोदराणि निद्रा, निश्वासवातविधूता इव व्यलीयन्त हासाः, निरवशेषदग्धेव सन्तापेन न प्रावर्तत वाणी, कथास्वपि नाश्रूयन्त परिहासाः, क्वागमन्निति नाज्ञायन्त गीतगोष्ठ्यः, जन्मान्तरातीतानीव नास्मर्यन्त लास्यानि, स्वप्नेपि नागृह्यन्त प्रसाधनानि, वार्तापि नालभ्यतोपभोगानाम्, नामापि नाकीर्त्यत आहारस्य, खपुष्पप्रतिमान्यासन्नापानमण्डलानि, लोकान्तरमिवानीयन्त वन्दिवाचः, युगान्तर इवावर्तन्त निर्वृतयः, पुनरिवादह्यत शोकाग्निना मकरकेतुः, दिवापि नामुच्यात शयनानि, शनैः शनैश्च महापुरुषविनिपातपिशुनाः समं समन्तात् समुदभवन् भुवने भूयांसो भूपतेरभावाय भयमुद्भावयन्तो भूतनां महोत्पाताः.

2. Quote, or give in Sanskrit, the substance of Prabhákaravardhana's last advice to Harsha; and discuss the artistic and literary appropriateness of the way in which the dying father's advice to the son is expressed by the author.

III. Explain fully the following :—

1. प्रथमदर्शने च उपायनमिवोपनयन्ति सज्जनाः प्रणयम्, अप्रगल्भमपि जनं प्रभवता प्रश्रयेणार्पितं मनो मध्विववाचा-

लयति, अयत्नेनैव च अतिनम्रे साधौ धनुषीव गुणः परां कोटिमारोहति विस्रंभः.

2. कथमिवेदमियत्प्रमाणं प्राणिजातं जनयतां प्रजापतीनाम् नासीन्महाभूतानां वा परिक्षयः, परमाणूनां वा परिच्छेदः, कालस्य वा अन्तः, आयुषो वाप्युपरमः, आकृतीनां वा परिसमाप्तिः.

3. प्रायेण परमाणव इव समवायेष्वनुगुणीभूय द्रव्यं कुर्वन्ति पार्थिवं क्षुद्राः, दर्पणमिवानु प्रविश्यात्मीयां प्रकृतिं संक्रामयन्ति पल्लविकाः, मानसे मीनमिव स्फुरन्तमेवाभिप्रायं गृह्णन्ति जालिकाः, शल्यं हृदये निक्षिपन्ति अतिमार्गणाः

4. हरइव कृत भैरवाकारः हरिरिव प्रकटितनरसिंहरूपः, महोत्पातमारुत इव सकलभूभृत्कंपकारी, विन्ध्य इव विवर्धमानविग्रहोत्सेधः.

IV. 1. What is the probable time when Mammata flourished? Give reasons for your answer.

2. Regarding the ancient authors of the Rhetorical Art, it has been said that their enumeration of figures of speech is voluminous, while their classification of them is imperfect. Is this true of Sanskrit Rhetoricians also?

3. What was the best period of Rhetorical Literature in India, and what has been the effect of the cultivation of Rhetoric on poetry?

V. 1. अनेकधा वृत्तवर्णविन्यासैश्शिल्पकल्पना ।
तत्तत्प्रसिद्धवस्तूनां बन्ध इत्यभिधीयते ॥

Explain the above passage from the Agni Purâṇa, and give one illustration from your text to show clearly what is meant by बन्ध.

2. नवोऽर्थो जातिरग्राम्या श्लेषोऽक्लिष्टः स्फुटो रसः ।
विकटोऽक्षरबन्धश्च कृत्स्नमेकत्र दुष्करम् ॥

Explain this passage fully so as to bring out the technical signification of the underlined words. What is Mammata's view of रीति? How many varieties of it does he mention? Exemplify them.

3. Mention clearly the distinguishing characteristics of the figures दीपक, दृष्टान्त and निदर्शन; and give examples.

4. मिथ्यैवालिखतां मनोरथशतैर्निश्शेषनष्टां श्रियं
चिन्तासाधनकल्पनाकुलधियां भूयो वने विद्विषां ।
आयातः कथमप्ययं स्मृतिपथं शून्यीभवच्चेतसां
नागेन्द्रस्सहते न मानसगतानाशागजेन्द्रानपि ॥ १ ॥
रक्तस्त्वं नवपल्लवैरहमपि श्लाघ्यैः प्रियाया गुणैः
त्वामायान्ति शिलीमुखाः स्मरधनुर्मुक्तास्तथा मामपि।
कान्तापादतलाहतिस्तव मुदे तद्वन्ममाप्यावयोः
सर्वं तुल्यमशोक केवलमहं धात्रा सशोकः कृतः ॥ २ ॥
उदयति हि शशाङ्कः कामिनीगण्डपाण्डुः
ग्रहगणपरिवारो राजमार्गप्रदीपः ।
तिमिरनिकरमध्ये रश्मयो यस्य गौराः
स्रुतजलइव पङ्के क्षीरधाराः पतन्ति ॥ ३ ॥
लिम्पतीव तमोऽङ्गानि वर्षतीवाञ्जनं नभः ।
असत्तुरुषसेवेव दृष्टिर्विफलतां गता ॥ ४ ॥

Explain the figures of speech used in the above passages.

VI. 1. "Regarding the systems of Indian Philosophy, as represented by the existing philosophical *Sútra* literature, it may safely be asserted that those various schools of thought are much older

than the *Sútras* which set them forth, and must have been simultaneously in existence for a fairly long time before they were, one after another, definitely formulated in Aphorisms."

Establish this position particularly in relation to the *Vaiśéshika-darśana* with the help of internal as well as external evidence.

2. "It is very difficult to determine in the history of Indian logic how far certain parts of the theory are due to the *Vaiśéshika*, as distinguished from the *Naiyáyika* school. The *Vaiśéshika-sutras* discuss certain points of the theory, but we nowhere find a complete view of the subject."

Carefully examine this view, and prove its accuracy as far as you can.

VII. 1. Give Udayanáchárya's argument in detail to prove that Darkness (तमस्) does not form a tenth substance (दशमद्रव्य).

2. Give a concise categorical analysis of energy (शक्ति) to prove that it need not form an extra category (पदार्थ).

VIII. 1. Give a generalised statement of the laws regarding motion (कर्मन्) as propounded by Kaṇáda.

2. Give Kaṇáda's definitions of Time (काल) and Space (दिक्), and point out how they are defective.

3. What is Kaṇáda's view about the origin of roots and names? What is the modern view?

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

SANSKRIT: TEXT-BOOKS.

Mudrārākshasa, Ratnāvalī and Mrichchhakatika.

I. When are the authors of Mrichchhakatika, Mudrārākshasa and Ratnāvalī supposed to have flourished? and on what grounds?

II. To what varieties of Sanskrit dramatic composition do the three plays belong? Describe the characteristics briefly of each variety.

III. Describe the characters of Viṭa and Vidūshaka as met with in the Sanskrit plays.

IV. 1. Trace the growth of the suspicion and distrust in Malayakētu's mind in regard to Amātyarākshasa

2. Does Amātyarākshasa at once believe the story of the

disaffection between Chandragupta and Chāṇakya when it is reported to him.

3. How does Bhāgurāyaṇa mollify Malayakētu's anger on hearing Kshapaṇaka's revelation? and why?

V. Paraphrase :—

1. मुहुर्लक्ष्योद्भेदा मुहुरधिगमाभावगहना
मुहुःसंपूर्णाङ्गी-मुहुरतिकृशा कार्यवशतः ।
मुहुर्नश्यद्बीजा मुहुरपि बहुप्रापितफले-
त्यहो चित्राकारा नियतिरिव नीतिर्नयविदः ॥

2. महावाताध्मातैर्महिषकुलनीलैर्जलधरै-
श्चलैर्विद्युत्पक्षैर्जलधिभिरिवान्तः प्रचलितैः ।
इयं गन्धोद्दामा नवहरितशष्पाङ्कुरवती
धरा धारापातैर्मणिमयशरैर्मिद्यत इव ॥

3. संसक्तैरिव चक्रवाकमिथुनैर्हंसैःप्रडीनैरिव
व्याविद्धैरिव मीनचक्रमकरैर्हर्म्यैरिव प्राच्छ्रितैः ।
तैस्तैराकृतिविस्तरैरनुगतैर्मेघैस्समभ्युन्नतैः
पत्रच्छेद्यमिवेह भाति गगनं विश्लेषितैर्वायुना ॥

VI. 1. What is the allusion in the Mudrārākshasa and in the Mrichchhakatika to Ghatōtkacha?

2. What is the remark made by the king in the Ratnāvalī on hearing of the death of the king of Kauśāmbi.

3. Quote a passage having reference to the current belief that the Aśōka blossomed on being kicked by a woman of superior beauty.

VII. 1. Give the contexts and meanings of the following passages :—

(a) वयस्य किं वक्तव्यमुत्सवादुत्सवान्तरमापतितमिति॥
(b) सर्वमप्यौदरिकस्याभ्यवहार एव पर्यवस्यति ॥
(c) प्रकृष्टस्य प्रेम्णः स्खलितमविषह्यं हि भवति ॥

(d) पुरन्ध्रीणां प्रज्ञा पुरुषगुणविज्ञानविमुखी ॥

(e) णाहि सव्वो सव्वं जाणादि ॥

(f) न युक्तं प्राकृतमपि रिपुमवज्ञातुम् ॥

(g) सेवां लाघवकारिणीं कृतधियः स्थाने श्ववृत्तिं विदुः॥

(h) शङ्कनीया हि लोकेऽस्मिन् निष्प्रतापा दरिद्रता ॥

(i) वरं व्यायच्छतो मृत्युर्न गृहीतस्य बन्धने ॥

(j) न लताः पल्लवच्छेदमर्हन्त्युपवनोद्भवाः ॥

2. Explain the following and quote the stanza which is referred to in it:—

अत्र लता विभ्राजते नतु विभ्राजसे इति संबोध्यमानानिष्ठस्य परभागस्य असंबोध्यमानविषयतया व्यत्यासात् पुरुषभेदः ॥

3. Give the meaning of the following words:—

(a) हिअअलुडि; (b) महमहत्तम्; (c) छोटिका; (d) गल्लकः; (e) मांसवृक्ष; (f) कप्पिज्जन्तम्; (g) धीआ; (h) बोल्लामो; (i) आघातः; (j) श्वेतकाकीयम्.

4. Explain fully:—

कार्योपक्षेपमादौ तनुमपि रचयंस्तस्य विस्तारमिच्छन्
बीजानां गर्भितानां फलमतिगहनं गूढमुद्भेदयंश्च ।
कुर्वन् बुध्या विमर्शं प्रसृतमपि पुनः संहरन् कार्य्यजातम्
कर्ता वा नाटकानामिममनुभवति क्लेशमस्मद्विधो वा ॥

VIII. Explain the Alamkaras in

1 शरच्चन्द्रप्रतीकाशं पुलिनान्तरशायिनम्।
हंसी हंसं परित्यज्य वायसं समुपस्थिता ॥

2. वक्त्रेन्दौ तव सत्ययं यदपरः शीतांशुरुज्जृम्भते ।
दर्पःस्यादमृतेन चेदिह तदप्यस्त्येव बिम्बाधरे ॥

IX. 1 Write grammatical notes on the following words:—

मातुल, सकृत्, साढि, षोडश, आनशे, विदांकुर्वन्तु, असिक्नी, पलिक्नी, मुखायते, वृषस्यन्ती, आस,

2. Give with examples the rules according to which स is or is not changed into ष after upasargas in the following roots:—

अस्, सिध्, तप्, स्तन्भ्, स्था, सद्, स्वप्, स्वन् and स्यन्द्.

3. Write down the indicative present (लट्) third person singular forms of तन्, भ्रज्ज्, अधि+इ, दिव्, सन् and चि in the desiderative, and state the important grammatical peculiarities in them.

4. Distinguish between:—

(a) विलीनयति, विलापयति. (b) भाययति, भीषयते. (c) प्रयुङ्क्ते, प्रयुनक्ति. (d) गर्धयति, गर्धयते. (e) किंराजा, किंराजः, (f) आहिताग्निः, अग्न्याहितः. (g) विशालाक्षी, विशालाक्षा. (h) शातयति, शादयति.

5. Explain the terms कमकतृ and कर्मव्यतीहार and illustrate the rules of grammar relating thereto.

6. Enumerate some of the special significations and use of लृट्.

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: TRANSLATION.

I. Translate into English:—

1. ततः कतिपयदिवसापगमे च राजा स्वयमुत्क्षिप्तमङ्गल-

कलशः सह शुकनासेन पुण्येऽहनि पुरोधसा संपादिताशेषराज्याभिषेकमङ्गलमनेकनरपतिसहस्रपरिवृतः सर्वेभ्यस्तीर्थेभ्यः सर्वाभ्यो नदीभ्यः सर्वेभ्यश्च सागरेभ्यः समाहृतेन सर्वौषधिभिः सर्वफलैः सर्वमृद्भिः सर्वरत्नैश्च परिगृहीतेनानन्दबाष्पजलमिश्रेण मन्त्रपूतेन वारिणा सुतमभिषिषेच । अभिषेकसलिलार्द्रदेहं च तं लतेव पादपान्तरं निजपादपममुञ्चन्त्यपि तारापीडं तत्क्षणमेव संचक्राम राज्यलक्ष्मी. । अनन्तरमखिलान्तःपुरपरिवृतया च प्रेमार्द्रहृदयया विलासवत्या स्वयमापादतलादामोदिना चन्द्रातपधवलेन चन्दनेनानुलिप्तमूर्तिराभिनवविकासतीसतकुसुमकृतशेखरो गोरोचनाच्छुरितदेहो दूर्वाप्रवालरचितकर्णपूरो दीर्घदशमनुपहतमिन्दुधवलं दुकूलयुगलं वसानः पुरोहितप्रतिबद्धप्रतिसरप्रसाधितपाणिः नवराजलक्ष्मीकमलिनीमृणालेनाभिषेकदर्शनार्थमागतेन सप्तर्षिमण्डलेनेव हारेणालिङ्गितवक्षःस्थलः सितकुसुमग्रथिताभिराजानुलम्बिनीभिरिन्दुकरकलाभिर्वैकक्षकस्रग्भिर्निरन्तरनिचिताशिरीरतया धवलवेषपरिग्रहतया च नरसिंह इव विधुतकेसरनिकरः कैलास इव स्रवत्स्रोतस्विनीस्रोतोराशिरैरावत इव मन्दाकिनीमृणालजालजटिलः क्षीरोद इव स्फुरितफेनलवाकुलस्तत्कालप्रतिपन्नवेत्रदण्डेन पित्रा स्वयंपुरः प्रारब्धसमुत्सारणः सभामण्डपमुपगम्य काञ्चनमयं शशीव मेरुशृङ्गं चन्द्रापीडस्सिंहासनमारुरोह ॥

२. एषा राक्षससार्वभौमनगरी रक्षश्चभूरक्षिता
तस्येदं सदनं सुवर्णशिखरं बिभ्राणमभ्रावलिम् ।

एतत्पुष्पकमाहृतं धनपतेरित्यादरान्मारुतेः
तस्यादर्शयदिन्दुदीपकिरणप्रद्योतिताशा निशा॥

3 मल्लीं चूतवनादिव स्नुहिवने म्लेच्छेन संस्थापितां
मालां देवकुलादिवामिषधिया क्षिप्तां श्मशाने शुना ।
देवीमाश्रमतस्तदा स्वभवने नक्तंचरेणच्छला-
दानीतामपनीतवेषरचनामालोकयन्मारुतिः ॥

4. विपुलहृदयैरन्यैः कैश्चिज्जगज्जनितं पुरा
विवृतमपरैर्दत्तं चान्यैर्विजित्य तृणं यथा ।
इह हि भुवनान्यन्ये धीराश्चतुर्दश भुञ्जते
कतिपयपुरस्वाम्ये पुसां क एष मदज्वरः ॥

5 अभुक्तायां यस्यां क्षणमपि न यातं नृपशतै-
र्भुवस्तस्या लाभे क इव बहुमानः क्षितिभुजाम् ।
तदंशस्याप्यंशे तदवयवलेशेऽपि पतयो
विषादे कर्तव्ये विदधति जडाः प्रत्युत मुदम् ॥

6 नित्यं या गुरुभृत्यबन्धुसुजनैर्न स्वेच्छया भुज्यते
पश्यन्ति स्पृहयालवो न रिपवो यां विक्रमासादिताम् ।
यस्यास्साधुपरिक्षयेण सुहृदां नाशने वा संभवो
नो संपद्विपदेव सा गुणवतां प्रीतिस्तया कीदृशी ॥

7 किं शेषस्य भरव्यथा न वपुषि क्ष्मां न क्षिपत्येष यत्
किंवा नास्ति परिश्रमो दिनपतेरास्ते न यन्निश्चलः ।
किं त्वङ्गीकृतमुत्सृजन् कृपणवच्छ्लाघ्यो जना लज्जते
निर्व्यूढं प्रतिपन्नवस्तुषु सतामेतद्धि गोत्रव्रतम् ॥

8. रूक्षं क्षारमपेयमत्र सलिलं लब्ध्वा परं तप्यते ।
व्यालग्राहभियावगाहनमपि स्वस्थेन नासाद्यते ।
तत्किं पान्थ पयोधिनामनि मरौ तृष्णाविमूढो भवान्
अन्तर्निह्नुतिनाशितामलमणिव्राते मुधा धावसि ॥

9. यत्सारस्वतवैभवं गुरुकृपापीयूषपानोद्भवम्
तल्लभ्यं कविनैव नैव हठतः पाठप्रतिष्ठाजुषा ।
कासारे दिवसं वसन्नपि पयःपूरं परं पङ्किलम्
कुर्वाणःकमलाकरस्य लभते किं सौरभं सैरिभः ॥

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF SANSKRIT LITERATURE.

I. Compare the Sanskrit poetry of the early ages with that of the later, and state the difference and the causes that contributed to produce it.

II. Give a full account of the Buddhistic literature in Sanskrit and name the works which were translated into foreign languages.

III. 1. State what you know about the following authors :—
Dharmakīrti, Diṅnāga, Kshemendra, Jayadeva, Iśvarakrishna Akālajalada, Śālihotra, Śilālin, Bhāsa, Ravikīrti, Kriśāśva, Kumārila.

2. Name the authors of the following works :—
Sūktimuktāvalī, Chōrapanchāśikā, Prachaṇḍapāṇḍava, Bhāmatī, Makutatāḍitaka, Dharmaśarmābhyudaya, Brāhmanasarvasva, Kusumānjali, Chaṇḍakausika, Rigvidhāna.

IV. Supply the names of authors omitted in the following passages :—

1. स्वस्ति .... तस्मै यस्य रुद्रप्रसादतः ।
आदौ व्याकरणं काव्यमनुजाम्बवतीजयम् ॥

2. कविवाक्पतिराजश्रीभवभूत्यादिसेवितः ।
जितोययौ .... तद्गुणस्तुतिवन्दिताम् ॥

3. यथार्थता कथं नाम्नि माभूद् .... इह ।
व्यधत्त कण्ठाभरणं यस्सदारोहणप्रियः ॥

4. निर्गतासु न वा कस्य .... सूक्तिषु ।
प्रीतिर्मधुरसार्द्रासु मञ्जरीष्विव जायते ॥

5. सूत्रधारकृतारम्भैर्नाटकैर्बहुभूमिकैः ।
सपताकैर्यशो लेभे .... देवकुलैरिव ॥

V. Name any poets who, you think, flourished before the Christian era, or the works composed by them, and give reasons in support of the age you assign to them.

VI. Describe the origin of the sciences of medicine and astronomy in India and name the most important authors and their works: also mention the ages they lived in.

VII. Discuss the date of Kālidāsa and state the most recent views regarding it.

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

Translate into Sanskrit:--

I. Immadirâja of Maisûr ascended the throne in his twentieth year, on the death of his nephew Châmarâja, but was poisoned at the expiration of a year and a half by his army-chief Vikramarâja. In the person of Kanṭhîrava-Narasiṁharâja, the government returned to the elder branch, from which it had been wrested by the deposition of his father, whose martial spirit he inherited, without his careless extravagance and incapacity for finance. An instance is preserved of his chivalrous spirit, which seems to be well authenticated. While living in obscurity in a remote village, during the former reigns, a travelling Brâhmaṇa from Triśirapuram mentioned in conversation a celebrated champion at that court, who had defeated all antagonists from every part of India, and had now proclaimed a general challenge. Kanṭhîrava being desirous of seeing this celebrated personage, requested the Brâhmaṇa to be his guide and companion to Triśirapuram, where, concealing his rank, he presented himself as the antagonist of the challenger; and the broad sword having been determined as the weapon, he defeated and slew the champion, in presence of the whole court, assembled to witness the conquest. The Raja of Triśirapuram was desirous of distinguishing and retaining in his service this remarkable stranger; but he absconded in the night, and returned to his humble habitation, where the incident was

soon made public. Such was the character of the man whom an usurping minister had the audacity to select for his nominal master. On his arrival at Maisûr, where it was still the practice to instal the Rajas, the minister ordered that he should be lodged in an exterior apartment; and assigning to him a few nominal attendants, announced, in a manner sufficiently intelligible, the condition to which he was destined, by departing on a tour of the neighbouring districts, without going through the form of installing him, or even the decent observance of paying his personal respects. During the tour it was reported to the minister that the Raja appeared to be dissatisfied, and would probably attempt to recover his independence. "Let him take care," said the minister negligently, "and remember that I have not yet installed him." During the absence of the minister, two of the attendants appointed to wait on the Raja elect secretly unfolded to him the history of the murder of his predecessor, and offered their services to despatch the usurper. This was accordingly effected on the very night subsequent to his arrival at Maisûr, after he had gone through the form of paying a visit of ceremony to the Raja. Kaṇṭhîrava-Narasimharâja was installed on the following day, and in two days afterwards proceeded to the seat of government at Śrîraṅgapaṭṭaṇam. In the first year of his accession he had to defend the capital of his dominions against a formidable invasion of the forces of the Turushka kings of Vijayapura, under a General of reputation, who besieged Śrîraṅgapaṭṭaṇam, and, having effected a practical breach, made a general assault. But he was repulsed with great slaughter and not only compelled to raise the siege, but harassed in his retreat by successive attacks, in which the Raja obtained considerable booty. The Raja improved and enlarged the fortifications of Śrîraṅgapaṭṭaṇam; and being enriched by his various foreign conquests and domestic plunder, supplied it with provisions and military stores, in a style of complete equipment which had hitherto been unknown. He was the first Raja of Maisûr who established a mint.

II. (1) The day is lowering,—stilly black
Sleeps the grim wave, while heaven's rack,
Dispersed and wild, 'twixt earth and sky
Hangs like a shatter'd canopy.
There's not a cloud in that blue plain
But tells of storm to come or past;—
Here, flying loosely as the mane
Of a young war-horse in the blast;—
There, roll'd on masses dark and swelling,
As proud to be the thunder's dwelling.
While some, already burst and riven,
Seem melting down the verge of heaven;
As though the infant storm had rent
The mighty womb that gave him birth,
And, having swept the firmament,
Was now in fierce career for earth.

(2) How calm, how beautiful, comes on
The stilly hour, when storms are gone!
When warring winds have died away
And clouds, beneath the glancing ray,
Melt off, and leave the land and sea
Sleeping in bright tranquillity,—
Fresh as if day again were born,
Again upon the lap of Morn.
When the light blossoms, rudely torn
And scatter'd at the whirlwind's will,
Hang floating in the pure air still,
Filling it all with precious balm,
In gratitude for this sweet calm.

B.L. DEGREE EXAMINATION, 1892.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF EVIDENCE.

I. "There are several great differences between enquiries that are commonly called 'scientific'—enquiries, that is, into the ordinary course of nature—and judicial enquiries."

State and explain these differences concisely.

II. What are the four kinds of presumptions known to the English law? Explain shortly how any one of these kinds of presumptions is dealt with in the Evidence Act.

III. To which of the four kinds of presumptions referred to in the last question belong the presumptions in disfavor of a spoliator? Illustrate and consider the applicability in India of the last mentioned presumptions.

IV. When may evidence be given for purposes of corroboration, which would not be relevant apart from the evidence to be corroborated?

V. In what cases does the English Law require more than the evidence of one witness to prove a fact? Is confirmatory evidence ever required by the law in India?

VI. When is the opinion of a witness relevant about other matters than points of foreign law, science or art, or the identity of handwriting?

VII. When may a judgment, not having been pronounced in the exercise of Probate, Matrimonial, Admiralty or Insolvency jurisdiction, be admitted in evidence in a suit between persons other than the parties to the suit in which it was pronounced?

VIII. The plaintiff sues for specific performance of a contract in

writing which set forth, among other things, that the defendant had agreed to sell, &c., "under certain conditions as agreed upon."

The defendant alleges that it was orally agreed that other terms, not stated in the document, should be fulfilled before the contract was to be performed. Consider whether the defendant is entitled to prove this, either (1) by direct evidence or (2) by evidence of the acts and conduct of the plaintiff and himself with reference to the matter of the agreement.

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

CONTRACTS, INCLUDING NEGOTIABLE INSTRUMENTS.

I. 1. State briefly the distinction between Fraud and Misrepresentation.

2. How if at all, do Fraud and Misrepresentation differ in their effects upon contract?

3. State if there is any exception to the rule that fraud renders a contract voidable at the option of the party deceived.

II. A, a tradesman, supplies B, a minor, with necessaries suited to his condition in life. Is A entitled to recover the price from B's property.

1. Supposing A made no enquiries as to whether B was sufficiently provided with the articles of the description sold?

2 Supposing A made such enquiries but was informed that B was not sufficiently provided for though, in fact, he was?

3 Supposing B had an income out of which he might keep himself well supplied?

III. Examine the validity of each of the following agreements:—

1. A promises to pay B Rs. 20 on B agreeing to endeavour to procure a lease.

2. A promises to pay B Rs. 20 in consideration of B forbearing to sue C but the agreement to forbear mentioned no time.

3. A promises to pay B Rs. 20 in consideration of B forbearing to sue C for some time.

4 A agrees with B for consideration not to revoke a will executed by A.

5. A for consideration promises to marry nobody but B.

6. A promises to pay B Rs. 500 if B should not marry a second wife after the death of the first wife.

7 A promises to pay B, a Hindu, 500 Rs. if B should not marry a second wife during the lifetime of the first wife.

IV. On what principle is the following rule based and to what limitations is it subject?

"Money or property paid or delivered under an unlawful agreement cannot be recovered back."

V. A agrees with B to paint a wall in B's house and B agrees

to pay A by instalments. Before the wall is painted in full, B's house is destroyed by fire

1. Supposing A had received two instalments can B recover them?

2. Supposing A had received no instalments can he recover the instalments that were due till the date of the destruction of the house?

3. Can A recover the balance on the ground that he was ready and willing to perform his part of the contract?

VI. A, a carrier of goods, after receiving notice from B, an unpaid vendor, to stop them, delivers the goods by mistake to C, the vendee. Can B sue C for possession of goods?

Supposing it was an intentional wrongful delivery on the part of the carrier how would that fact affect your answer, if at all?

VII. 1. What is the test of partnership?

2. A person lends money to a firm. Are the dormant partners and nominal partners of the firm liable to the creditor, supposing the creditor was not aware of their connection with the firm at the time of the loan?

VIII. State the exception, if any, to the rule,

"A third person cannot become entitled by the contract itself to demand the performance of any duty under the contract."

IX. State clearly the limitations to the rule,

"When a party contracts with an agent whom he does not know to be an agent, the undisclosed principal is bound by the contract and entitled to enforce it as well as the agent with whom the contract is made in the first instance."

X. 1. Which of the following indorsements in a negotiable instrument do not exclude the right of further negotiation?

(*a*) "Pay the contents to C only."

(*b*) "Pay C or order for the account of B."

(*c*) "Pay the contents to C."

(*d*) "Pay the contents to C, being part of the consideration for the sale of a horse."

2. A bill is drawn payable to A or order. A indorses it to B, the endorsement not containing "or order" or any equivalent words. Can B negotiate the instrument? (Give reasons for your answer.)

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TORTS.

I. The clerk of a banker having funds of Z refused to cash a cheque of Z owing to a *bonâ fide* mistake as to Z's signature. No pecuniary loss was suffered by Z.

Has Z a cause of action against the banker? Give reasons for your answer.

II. A employed B to build an upper room to his shop. B's workmen scamped the work. After the building was completed A sold the shop to C who placed goods therein. The upper room collapsed and C's goods were damaged and his servants injured. Advise C as to his rights against B and give your reason.

III. A, intending to frighten B, threatened to shoot B and picked up a gun, which A believed to be, but which B knew was not loaded and pointed it at B. Has A committed an assault?

IV. A, being confined to his bed with paralysis, B, not knowing this, locked the doors of A's room in order to confine A wrongfully. Would an action for false imprisonment lie against B?

V. A threw a cracker under the feet of B's horse in the public street. The horse ran away and injured C.

B gave A into custody. A was charged with an offence but acquitted on the ground that he was only 6 years old.

A and C sued B for damages. Advise B as to whether he has any defence in either case and give your reasons.

VI. Distinguish between false imprisonment and malicious arrest.

VII. A brought a false suit against B in the name of an insolvent plaintiff; B incurred loss in defending the suit. Has B any cause of action against A.

A without reasonable and probable cause presented a petition to wind up a gold mining company.

A knowing B was solvent petitioned to have B declared insolvent.

Has A committed an actionable wrong in any of the above cases? Give reasons for your answer.

VIII. Had the lions in Mr. Fillis' Circus escaped during the recent railway accident in Mysore and done damage, could the persons damaged have recovered

(1) from Mr. Fillis.

(2) from the Railway Company.

Give reasons for your answer.

IX. A and B were joint owners of a newspaper; B being in England, A without B's knowledge published a libel on C in the newspaper.

Has C a cause of action against B? Give reasons for your answer.

X. Explain the term "slander of title" and state what facts must be proved by the plaintiff in an action for the same.

XI. A borrowed a horse from B and told B's servant to bring the horse to his house at 5 P.M. B's servant on the way left the horse standing outside a public house and went inside to refresh himself. The horse ran away and injured C. Advise C whether he has any remedy against A or B and give your reasons.

XII. A was living in B's house as B's guest. A's watch was stolen by B's servant. Is B responsible?

Give the reason of the decision in *Barwick* v. *The English Joint Stock Banking Co.* and in *Limpus* v. *The General Omnibus Co.*

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

CRIMINAL LAW.

I. Define judge, court of justice, voluntary injury, valuable security, consent.

II. Explain and illustrate the doctrine that an act and an evil intent must combine to constitute an offence?

Name the offences in the Indian Penal Code which are either apparently or really exceptions to this rule. How do you justify their being made offences.

III. How far is intoxication or unsoundness of mind a valid defence in criminal cases?

IV. Point out clearly the difference between murder and culpable homicide not amounting to murder. How do they differ from the corresponding offences in English law? Give illustrations.

V. Distinguish between criminal misappropriation and theft: extortion and robbery.

VI. What is giving of false evidence and how does it differ from fabricating of false evidence and from giving false information to a public servant.

VII. Define cheating and show how it differs from the corresponding offence in English law.

VIII. A, who has been interdicted from ever entering B's house, goes there to demand payment of a sum due on a promissory note purporting to be executed by B's father, which however was not genuine. B denies his liability and tears up the promissory note given to him, and being enraged at this unjust demand strikes A with a club. A falls down apparently dead. Fearing he has killed A and to obliterate the evidence of his guilt, B sets fire to his own house, which is burnt down and A is killed by the fire. Medical evidence shows that the blow A received would not have caused his death. What offence or offences has B committed? Will the application of English law make any difference?

IX. A, intending to murder B, asks C, a druggist, to give him some poison. C knowing the purpose, delivers to A a drug believing it to be a deadly poison but which in fact was a harmless drug. A asks D, a butler of A, to mix this drug in some food that B would take, telling him that it would only cause some giddiness. D, believing him, mixes the drug in some drink B was in the habit of taking every night before going to bed. B however did not come home that night and did not take it. What offences have A, C, D committed under the Indian Penal Code and the English law?

3. Mention cases of accident where no relief will be granted by Courts of Equity.

4. A intending to make a will in favor of B, is prevented from doing so by accident. Will a Court of Equity interfere and grant relief in favor of B? If so, in what circumstances? If not, why not?

IV. 1. What is the distinction between 'executed trust' and 'executory trust'?

2. When property is given absolutely to a person and the same person is recommended by the giver to dispose of that property in favor of another, in what circumstances will the recommendation be deemed to create a trust, and in what circumstances not?

V. State briefly in what circumstances charities

1. Are favoured above private individuals.

2. Are treated on a level with private individuals.

3. Are disfavored, compared with private individuals?

VI. 1. Explain the doctrine of election and show in what respects the English law differs from the Roman law.

2. A, by a will, gives to B a family estate belonging to C and worth £20,000 in the market, and by the same will gives to C £30,000, out of A's own property.

Can C be put to his election?

(*a*) Supposing A was under the erroneous impression that the estate belonged to himself.

(*b*) Supposing A knew that the estate belonged to C.

(*c*) In the case where C can be put to his election supposing he wishes to retain the estate, what are the respective rights of B and C?

VII. In respect of satisfaction of legacies by subsequent legacies, in what circumstances will the latter be deemed 'cumulative' and in what circumstances 'substitutive'?

VIII. 1. Explain generally what amounts to a waiver or abandonment of the lien which a vendor has for unpaid purchase money

2. Distinguish one from the other, the different species of legacies. Illustrate your answer by examples.

IX. 1. A made a lease to B for seven years with an agreement that if B should be minded to purchase the inheritance of the premises within 3 years for £3,000, A would convey them to B for that sum. A died leaving a will whereby he gave all his real estate generally to D and all his personal estate to E. Within the three years but after the death of A, B claimed the benefit of the agreement from D who accordingly conveyed the premises to B for £3,000. When does the conversion take place if at all, and who is entitled to the purchase money? Who is entitled to the rents and profits until the option is exercised?

2. What are the principles laid down in *Ackroyd* v. *Smithson*.

X. State in what respects a *donatio mortis causa*

1. Differs from a legacy and agrees with a gift *inter vivos*.

2. Differs from a gift *inter vivos*, and agrees with a legacy

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

HINDU AND MUHAMMADAN LAW.

I. What constitutes marriage under Hindu and Muhammadan Law? Point out the difference between them, as also between the rights and liabilities acquired or incurred by the husband and wife under either system. Name the persons in order who in either system are entitled to give away a girl in marriage, and state what would be the effect if a girl is given away in marriage by one who has no right to do so.

II. How many forms of adoption now obtain among Hindus? Explain the difference between them, as also the difference between the rights acquired by the adopted son.

III. Explain the law clearly as to who may adopt and who may be adopted. Is the adoption by (1) a bachelor, (2) leper, (3) insane person, or (4) of an orphan, or (5) of a boy born deaf and dumb, or (6) of a boy who has been married valid?

Where a widow has been authorized to adopt by her deceased husband is there any limit within which she must do so?

IV. Who are the persons under Hindu Law who are entitled to maintenance?

When a husband makes a gift of half his property to A and the other to B two months and one month respectively before his death, has the widow any right to follow the property in the hands of A and B for her maintenance?

Can a widow claim maintenance from her father-in-law or brother-in-law when either is or is not in possession of joint family property?

V. Are there any females who under Hindu Law are entitled to call for partition? Name all those females who on a partition being effected are entitled to a share, and state their respective shares.

VI. Name all the heirs in their order according to the Bengal school of Law between a father and a paternal uncle; and point out which of them will not succeed according to any other school of law.

VII. Who has the superior title to succeed in the following cases of rival claimants?

1. Brother's daughter's son and great grandson of the paternal grandfather.

2. Son of a divided brother and the widow of an undivided brother.

3. A sonless widowed daughter and a married daughter with a son.

4. A paternal aunt and a paternal uncle.

VIII. Explain the different kinds of Stridhanam property. What powers of alienation does a woman possess over stridhanam and to what extent is she subject to the control of her husband or his relatives?

IX. Who are the distant kindred under Muhammadan Law?

X. Explain what is meant by the increase and the return and when they take effect.

XI A joint Hindu family consists of A, the father, B and C, his sons, and D, his grandson by B, also of A', B'. and C', the wives of A, B, C, respectively. A' is the mother of B but not of C. A is possessed of ancestral property valued at 12,000 Rs. and self-acquired property of the value of 6,000 Rs. B and his wife become Muhammadans and subsequently a son E is born to them. A dies, having bequeathed half the property to X. B afterwards makes a gift $\frac{1}{12}$th of his share to Y and dies, having bequeathed on his deathbed $\frac{5}{12}$th to D, $\frac{5}{12}$th to E and $\frac{1}{12}$th to B'. Then C dies. Find out the share each will get on a partition.

XII. A Muhammadan family consists of A, his wife B, his sisters D, E, F, each of the last having one son, two sons and three sons respectively. E, F, die first and then A dies. What is the share of each? What difference will it make if D also predeceased her brother?

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

GENERAL JURISPRUDENCE.

I. 1. Explain,

(*a*) Permissive laws.

(*b*) Compulsory laws.

2. Examine the correctness of the division of laws into Permissive and Compulsory.

II What are the rules to be observed in case of collision of laws of equal authority?

III. In what circumstances, if at all, and to what extent can a law be made applicable to a past transaction?

IV. Distinguish clearly between

1. Rights *in rem* and Rights *in personam*
2. Actions *in rem* and Actions *in personam*.
3. Pleas *in rem* and Pleas *in personam*.

V. Distinguish between a *Modus* and a *Condition*.

VI. What is a *Communio* and what is its effect?

Distinguish between a *Communio* and a *Condominium*.

VII. What are the general principles that regulate the onus of proof regarding negligence?

VIII. What is the presumption in cases where several persons die and it cannot be ascertained which died before the others?

IX. 1. To what extent is the existence of a child before birth recognized.

2. Can an action be maintained on behalf of an infant *en ventre sa mere* for the protection of rights which it will acquire by birth?

X. With reference to declaratory interpretation, if it is uncertain which interpretation should be adopted what is supposed to be the general intent of the legislator?

XI. Discuss the effect of an act in itself lawful but done solely to annoy another

1. under the English law.
2. under the Roman law.

M.L. DEGREE EXAMINATION, 1892.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

JURISPRUDENCE.

I. What are the two specious objections that Austin mentions to the theory of utility and how does he meet them?

II. What, according to Austin, is the definition of
1. Law in its most comprehensive sense.
2 Laws properly so called.
3. Laws improperly so called?
Give one example of each.

III. 1. Explain clearly
(*a*) Declaratory laws. (*b*) Permissive laws. (*c*) Imperfect laws.
2. How are laws professedly imperfect dealt with in England?

IV. 1. Analyse the term 'Sanction.'
2. How did Paley and Bentham understand the term?
3. How does Austin criticise their views?
4. Distinguish between a sanction and an obligation.
5. Examine the correctness of the proposition—"Sanctions operate upon the will."

V. 1. What is the meaning attached by Austin to "Person" and "Things?"
2. In what different meanings did the Roman lawyers use the terms?
3. Give one example in Roman law of each of the different kinds of legal persons?
4. What is the rationale of the distinction between the law of persons and the law of things?

VI. 1. Explain clearly
(*a*) *Jus in rem.* (*b*) *Jus in personam.* (*c*) *Jus ad rem.* (*d*) *Jus in re aliena.*
2 How did the expression "Incorporeal things" happen to be introduced into the English law?
3 Criticise the division of *hereditaments* into *corporeal* and *incorporeal.*

VII. Distinguish clearly between
1. Negligence, Heedlessness and Rashness.
2. Contract and Conveyance.
3. Dominium and Servitus.
4. Dolus and Culpa.
5. Culpable forbearance and Omission.

VIII. 1. What, according to Austin, are the essential ingredients of a breach of duty.

2. State whether under the English law all these ingredients are essential to constitute a breach of duty?

3 Is any action maintainable directly for the recovery of a status (*a*) under the English law, (*b*) under the Roman law?

Give reasons for your answer.

IX. 1. What is the distinction between Real Servitudes and Personal Servitudes?

Give one example of each in English law.

2. What did the Roman lawyers understand by a Positive servitude and a Negative servitude?

3. What, according to Austin, is the true reason why a servitude cannot consist in *faciendo?*

X. 1. What, according to Bentham, are the considerations that should determine our choice as to the kind of satisfaction?

2. In what cases, according to Bentham, is it proper to employ the means of requiring security for good behaviour?

3. What are the general rules that should be observed by the legislator in creating accessory offences?

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

CONTRACTS, NEGOTIABLE INSTRUMENTS AND TORTS.

I. 1. Distinguish between a contract and an obligation.

2. In what sense was the term 'obligation' used by the Roman jurists?

3. What is a pollicitation?

II. 1. Discuss the effect of the acceptance of a proposal subject to the preparation of a formal agreement.

2. A proposes to sell a horse to B. B requires a week's time to make up his mind and promises to pay A Rs. 10 for keeping the proposal open till then. A agrees. Before the expiry of the week A sells the horse to C.

Discuss the rights and liabilities of A, B and C.

III. 1. In what circumstances, if at all, is an executed consideration sufficient to support a contract?

2. A executes a document in favor of B purporting to be a deed of sale of a house for Rs. 500. Supposing no consideration passed, discuss whether, under the Indian Contract Act, B can establish his claim to the house by showing that it was an agreement made without consideration on account of natural love and affection.

3. A promises in writing to pay B the sum of Rs. 50 being a debt by C to B but barred by the Statute of Limitations. Can B sue A for the sum? Give your reasons for the answer.

IV. 1. Can the law imply a promise to pay even from the wrongful acts of a person?

2. Discuss the liability of an infant for a tort committed with reference to the subject matter of a contract.

3. Can parties by agreement make time of the essence of the contract?

4. Is an infant liable for necessaries supplied to his lawful children.

V. 1. Under the English law in what circumstances, if at all, can a principal who contracts as agent sue for the completion of the contract?

What is the Indian Law on the point?

2. Can an agent set up the *jus tertii* in answer to an action by the principal for money received to the use of the principal. If not, why not? If so, in what circumstances?

3. A is employed by B to make a wagering contract.

(*a*) Supposing A omits to make such bets as he was instructed by the principal to make, can he be sued for breach of the contract of agency?

(*b*) Supposing he carries out the instructions of his principal, can he recover his commission from his principal?

(*c*) Supposing he received money under the wagering contract, can the principal recover it from the agent?

VI. 1. What are the essentials of 'an account stated'?

2. Explain "In order to establish a claim for contribution the payment made must be compulsory."

3. What are the limitations to the rule that wrong-doers cannot have contribution against one another?

Name the leading case on the subject.

4. A and B were two joint coach proprietors. Damages were awarded against them in an action by a stranger for injury caused to him by the negligence of their servants. Supposing the damages were recovered from A alone, can A claim contribution from B? Give your reason.

VII. 1. What are the points decided in "The six Carpenters' case"?

2. Name the leading case on the question of covenants running with the land.

3. State generally what kinds of covenants ran with the land and what not.

VIII. 1. What is the general rule as to the employer's liability for the negligence of an independent contractor? State the exceptions to the rule, if any.

2. Is an unsatisfied judgment against one of two joint tort-feasors a bar to an action against the other?

3. What generally are the limits of liability of a master for the torts of his servants?

IX. 1. Under the Negotiable Instruments Act when is a cheque said to be crossed generally and when specially? What are their respective effects?

2. Distinguish between a Negotiable Instrument and a promissory note under the Negotiable Instruments Act.

3. A, the holder of a bill for value, took the bill knowing that B was an accommodation party. Can A sue B on the bill?

4. A, as executor, makes a promissory note whereby he promises as executor to pay a sum of money. Supposing he has no assets of the deceased, will he be personally liable?

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

HINDU LAW.

Give reasons for your answers.

I. State what you consider is the origin of adoption in Hindu Law. Compare that adoption with anything corresponding to it in Roman Law.

Can a father, whose only son has become a Christian, adopt? if so, who will succeed to the father's property?

Can a Sudra having an illegitimate son adopt a boy?

A Sudra, having an illegitimate son B, adopts C; subsequently 3 sons D, E, F, are born to him; on the death of A, B, C, D, E, F, divide the property. what is the share of each?

II. How many forms of dwayamushyayanas are there, and what are the legal incidents attaching to them?

State what share such a person will be entitled to when a son is subsequently born to his natural and adoptive father.

III. Trace the course of decisions which determine the liability of the son to pay the father's debts. Confine your attention to the leading cases of the Madras High Court and the Privy Council, noticing the important points recognized in them.

IV. Trace the development of the law of testamentary disposition by Hindus.

V. How far is alienation by a Hindu widow of her husband's property with the consent of the then existing reversioner binding on one who happens to be real reversioner at the moment of her death?

VI. A dies in 1860 leaving a widow, a divided son and some property. The widow takes possession of the property and at the time of her death in 1890, makes a gift of it to her brother. Can the donee successfully maintain a suit for the recovery of the property?

VII. Compare the Hindu Law of a joint family with the English Law of joint tenancy and partnership and point out where they agree and disagree.

VIII. Explain clearly who is an illegitimate son under Hindu Law.

Where a Kshatriya keeps a Vaisya woman, or a Sudra keeps a Parsi woman as his concubine, and a son is born to either, what are his rights under Hindu Law?

Quote the text of Mitakshara regulating the rights of illegitimate sons to succeed, and state what interpretation has been put upon it by the different High Courts.

IX. Compare a woman's rights to her Stridhanam under Hindu Law, with her rights under Roman Law or English Law prior to the passing of the Married Woman's Property Act.

X. Who, according to Hindu Law, are entitled to re-unite, and how far do the rights of a re-united member differ from those of an undivided member?

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

EVIDENCE AND CRIMINAL LAW.

Give reasons for your answers.

I. Trace the history of the development of the law of treason in England; and compare that law as it exists with the Indian Penal Code.

II. Compare the law of England in regard to accessories with the Indian Penal Code. Where the principal has acted at variance with the directions given by the accessory, what is the liability of the latter?

A and B, intending to commit theft in a house in a village, arrange with C that he should remain outside the village and receive any stolen property that B should bring; A makes B stand outside the house to give a signal if anybody comes that way. A enters the house, removes a watch, and being surprised runs away, throwing it to B, and is never after heard of. B takes the watch to C who refuses to receive it. Are B and C punishable for any and what offences under the English law and Indian Penal Code? Notice any changes in the law on this point.

III. Explain the legal basis on which the law of private defence is based. Point out any difference between the law of England and the Indian Penal Code on this branch of the criminal law. Is a person justified in pursuing an offender and inflicting harm on him in the exercise of the right of private defence in the course of such pursuit; if so, in what cases and subject to what limitations?

A, learning that B and C are coming to take forcible possession of his crop, goes to the field armed with a sword without giving information to the Police who are stationed next door to him. B uses abusive language to A, who being provoked draws his sword. B being in fear of his life, draws his sword and in the desperate fight which followed, in which one or the other was certain to die, C in defence of B strikes A and causes him grievous hurt. A kills B. What offences have A and C committed?

IV. A, intending to present a sum of 1,000 Rs. to the sister of A. B. Smith, writes a letter to his servant to pay her the amount and gives the letter to A. B. Smith to be delivered to the servant. Looking at the letter afterwards A. B. Smith discovers that by mistake his name is written as A. Smith, and knowing that there was another person of the name of A. Smith, to whose sister the money

would be paid if the letter remained as it was, inserts the initial letter B, so as to make the name appear as A. B. Smith; he also writes a letter purporting to be written and signed by A to his servant authorizing him to pay the money to the bearer. C. D. Brown, there being no person of that name. He takes both these letters to the servant, representing himself to be C. D. Brown, and receives the money intending to pay it to his sister. Subsequently remembering that his sister was extravagant and would waste the money if given to her, he pays it over to a creditor of hers in discharge of a debt due by her. What offences, if any, has A. B. Smith committed? Mention any difference between the English law and the Indian Penal Code on the case.

V. A and B, husband and wife, married in 1871. B's father made her a gift of some land at the time of her marriage, which ever since remained in their enjoyment. A, who is a trader, has got into financial difficulties and fearing that his creditors would seize the said property belonging to his wife and wishing to have a deed of gift purporting to be executed by the father in 1871, tried to ge a stamp paper of the value of 6 Rupees sold in 1871. Not succeeding, he got a stamp paper of the value of 60 Rupees sold in 1891. He erases "*ty*" in sixty so as to make it appear six and alters 9 in 1891 into 7, so as to make it appear as 1871. He gets a deed of gift executed on the said stamp purporting to be executed in 1871 by B's father. B produces this deed before her creditors in support of title to the property. What offences have A and B committed?

VI. What is the justification for the existence of the law of evidence? How far is the ascertainment of absolute truth its object? Illustrate your answer with reference to some of the well known principles of this branch of law.

VII. It is said that the tendency of modern times is to let in much more evidence than formerly, leaving its credibility to the judge. Illustrate this with reference to the competency of witnesses, noticing the leading cases on the point.

VIII. Trace the history of English Law relating to presumptions in favour of legitimacy with reference to decided cases and compare that law with the Indian Law as it now exists.

A is the wife of B. One month after A's death she marries C, and one month after that she gives birth to a son D. C subsequently dies. D lays claim to the property of B and C. Is he entitled to the property of both or of either?

IX. What is the presumption in favor of the continuance of life according to the systems of law that you are aware of? Compare the English law with the Indian Evidence Act on this point.

A and B are two undivided Hindu brothers having undivided property, and C and D are their respective wives. A left the country 10 years and has never since been heard of. B died 5 years ago. Their joint property is in the possession of X. C and D file separate suits against X for the recovery of the property; how will you decide?

X. A being suspected of having committed a theft in the house of B is arrested by C, a person in disguise who is not known to A to be a policeman. D and E, wife and sister of B, tell A that if he will tell the truth they will see that B does not prosecute him; F, who was then prosecuting A for forgery, tells A that if he would confess the truth he would not press the charge of forgery against him; in consequence of the above A admits that he was present at the theft and refers to his wife for further particulars. On being questioned the wife gives full particulars regarding the theft A had committed and produces a letter written to her by A which materially corroborates the wife's statement, in which A fully admits his participation in the theft. At the trial of A for the theft, the statement made by A, and that by his wife and the letter written by A to his wife are tendered in evidence; also the evidence of H who overheard A admitting to his legal adviser his having committed the offence. Are they receivable in evidence?

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TRANSFER OF PROPERTY.

I. A in 1883 mortgaged two fields, M & N, to X, who took another mortgage on them to secure a fresh loan in 1884. In 1885 A mortgaged field M to Y, and in 1886 to Z. In 1887 A sold fields M & N to X, his mortgage debts being paid out of the price. All of these mortgages and the conveyance to X were registered, but X was not aware of Y's mortgage and Y was unaware of Z's.

Y now sues A & X for a declaration that the sale of 1887 was invalid as against his mortgage of 1885, and for the sale of field M under that mortgage. Discuss the rights of X, Y & Z and consider whether Y is entitled to the relief sought by him.

II. State and explain the effects of (*a*) the surrender and (*b*) the forfeiture of a lease upon underleases.

III. Is it correct to say that one who has contracted to sell land in India but has not conveyed it, holds the land as a trustee for the purchaser?

IV. "An easement cannot be claimed in respect of a tenement but by the owner of that tenement."

Criticise this proposition with reference both to the English law and to the Indian law.

V. Can rights to undisturbed privacy or to an unobstructed view or prospect be acquired as easements under English law or Indian law?

VI. A testator subject to the Indian Succession Act, by his will dated 1888, bequeathed to his granddaughter X Rs. 10,000 to be paid out of a sum of money owing to the testator by Y. X died in 1889 leaving a son Z: the testator died in 1890: the debt due from

Y to the testator's estate was paid in 1891. Z now sues to recover the legacy of Rs. 10,000 bequeathed to X. Is he entitled to the money?

VII. A B by his will bequeathed £10,000 to his daughter for life and after her death to her children, if any, as she should appoint. After the date of the will the legatee married, and the testator on her marriage paid £15,000 to her husband who secured by settlement a jointure for his wife and portions for the younger children of the marriage. The testator died and the legatee now claims the amount of the legacy. Is she entitled to it? Give the arguments for and against her claim.

VIII. Define and distinguish carefully between (1) a contingent remainder (2) an executory devise.

IX. State and discuss, with special reference to the law in India, the rule in *Cadell* v. *Palmer* or *Streatfield* v. *Streatfield*.

X. Enumerate and explain shortly the various forms of conveyances known to the Common Law.

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

LAW OF TRUSTS AND TRUSTEES.

I. Distinguish between simple trusts and special trusts, and between bare, passive and active trustees. How many forms of special trusts are there? Explain their nature.

II. Can a married woman or a corporation either execute a trust or be appointed trustee? Note the changes in the law in this respect.

III. What is the period during which a settlor can direct trustees to accumulate the rents and profits of the property comprised in the trust deed? Who will be entitled to such rents and profits accruing after such period? Are there any exceptions to the rule?

IV. When may a trustee delegate his trust to another? Within what limits can a trustee devise the estate or the office of trustee? Can the devisee execute the trust? Name the leading cases on this point; also the changes in the law in this respect.

V. Where a purchase is made by A in the name of a stranger in what cases does a trust result to A?

Where A, a married woman, purchases in the name of her child, does a trust result to her? Give reasons for your answer.

VI. What are the provisions of the Statute of Frauds regarding the valid creation of a trust, and to what classes of trusts do they apply?

VII. In what securities is a trustee bound to invest the trust funds according to English law and the Indian Trusts Act?

What are the rules in regard to investment of trust funds on mortgage?

VIII. A, a testator, bequeaths a sum of money to trustees in trust for his illegitimate children living at the date of the will and any more illegitimate children that may be born after that date; two more illegitimate children are born prior to his death. Is the trust valid in favor of all or any, of such children?

IX. In what cases will a Court of Equity enforce a voluntary trust? Is there any class of voluntary trusts which, though valid and enforceable in equity, can be defeated by the action of the settlor?

X. When will a trustee become liable to pay interest to the *cestui que trust* and at what rate?

XI. When trustees are given an absolute discretion for sale, is it competent for the majority by their act to bind the minority who dissent, or the trust property?

XII. In what cases and in what manner can trustees apply to a Judge for directions in the execution of the trust?

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

MERCANTILE MARITIME LAW.

I. X, a merchant and commission agent at Bombay, was adjudicated an insolvent. After the vesting order the official assignee entered X's warehouse and found there among the property of the insolvent certain bales of cotton. A claims the cotton and proves that he sent it to X for sale on commission.

Discuss the rights of A and the official assignee, referring to *Lingham* v. *Briggs* and *Joy* v. *Campbell.*

II. In the case last stated, the official assignee ascertained that X had delivered certain piece-goods in discharge of a debt due by him to B, who thus obtained a preference over the other creditors of X. Consider the rights, if any, of the official assignee against B, with special reference to the rule in *Harman* v. *Fisher.*

III. When does a right to payment for salvage services arise, and against whom is it enforceable? How is the amount computed?

IV. "The master's authority extends to hypothecate the cargo or even sell part of it." When is a captain justified in taking either of these steps? What are the rights of the owner of the cargo so hypothecated or sold.

V. A cargo of iron rails was shipped under a charter-party from England to the port of T, or so near thereto as the ship could safely get, freight to be paid in London against certificate of right delivery of cargo. By the bill of lading the cargo was deliverable at T to a Russian Railway Company "freight and conditions as per charter-party." The captain having arrived at K, a port 300 miles from T, found that he could proceed no further, the sea being blocked with ice and navigation suspended for three or four months. As no bill of lading was produced at K, the captain placed the

cargo with the custom house authorities with directions to retain it until the freight had been paid. It was however delivered to an agent of the railway company, who gave a written acknowledgment that he had received it "on the power of the charter-party and bill of lading passed to me by the railway company." The ship owner seeks to recover freight from the charterer. Discuss the case and state your opinion.

VI. 1. In a policy of maritime insurance the perils insured against were described to be "of the seas . . . . and all other "perils, losses and misfortunes that have or shall come to the hurt "or detriment or damage of the said goods or any part thereof." Sea-water came into the ship on the voyage and wetted some rice, which became putrid, and the stench of the putrid rice affected the flavour of the goods insured, which consisted of tobacco.

2. A ship with her machinery was insured under a policy in the above form. The boiler of one of the engines which was being used for the purposes of navigation burst.

Discuss the question whether the under-writer is liable or not in each of these cases, and state your opinion.

VII. B, a merchant in London, entered into a contract for the purchase of rice. The contract consisted of a bought note in the following terms:—"Bought for the account of B, of X, Y & Co. "the cargo of new crop Rangoon rice per Sunbeam at 9s. 1½d per "cwt. cost and freight. Payment by sellers' draft on purchaser at "six months sight with documents attached." B insured the cargo "at and from Rangoon." The ship arrived in due time and the loading of the rice continued. When most of the rice was on board the ship sank. The captain afterwards delivered bills of lading, and B accepted and subsequently honored the drafts of X. Y & Co. It was held that the sinking of the ship was included in the perils insured against. Discuss the question whether or not the under-writer is liable on the policy and give your opinion.

VIII. State and illustrate the rule in one of the following cases with special reference to the law in India (1) *Tarling* v. *Baxter* (sale of chattels) (2) *Kruger* v. *Wilcox* (general lien).

IX. Explain the following terms:—(1) general ship, (2) demurrage, (3) clean bill of lading, (4) barratry of the master or mariners, (5) primage and average.

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

CONSTITUTIONAL HISTORY OF ENGLAND.

I. Write a short account of the system by which law was administered in England before the Norman conquest.

II. Explain the constitutional importance of Magna Charta.

III How was the cost of the French wars of Edward III. defrayed? Consider the legality of the various means by which he raised money.

IV. Discuss the effect of the Reformation on the development of the constitution of England.

V. Describe the events which led up to the constitution of 1688; and give the main contents of the Bill of Rights.

VI. Explain and discuss shortly, with reference to the development of the constitution of England, the policy pursued by (1) Lord Burleigh, (2) Sir Robert Walpole.

VII. What is meant by "ministerial responsibility?" Is ministerial responsibility part of the law of the constitution or is it a matter of convention only?

VIII. "The representative system tends to produce a coincidence, or at any rate to diminish the divergence between the external and internal limitations on the exercise of sovereign power."

Criticise and explain this proposition with special reference to the English system of Government.

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

PUBLIC INTERNATIONAL LAW.

I. Discuss the question whether international law constitutes a branch of true law?

II. Criticise the theory that the rights of a State over its territory are not strictly proprietary rights.

III. When part of a State separates and becomes an independent State, what is its relation to the contract rights and obligations of the parent State?

IV. If the separation of part of a State takes place by cession, what is the effect on the rights of the State ceding and the State acquiring territory?

V. What is meant by a protectorate? How does it differ from a colony or from the case of Mysore or Manipur? How are protectorates affected by international law?

VI. Explain what is meant by the immunities of public vessels and illustrate your answer by examples.

VII. How far is a State responsible in respect of acts done by its military or judicial officers and by private persons? State the grounds of exemption from responsibility in the case of civil commotion.

VIII. 1. Are loans by neutral individuals to a belligerent permissible?

2. May a neutral State permit a belligerent force to pass through its territory?

3. What is the effect of resistance by a belligerent attacked within neutral territory?

Give reasons for the rule in each case.

IX. What means of destruction in war are prohibited and on what grounds?

X. Under what conditions may a country be devastated in war?

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

PRIVATE INTERNATIONAL LAW.

1. What are the principal objections to substituting nationality for domicile as the standard of personal law?

II. "A man may change his domicil as often as he pleases but not his allegiance. *Exuere patriam* is beyond his power."

How far is this true at the present day in English or American law?

III. "In order to acquire a new domicile a man must intend *quâtenus in illo exuere patriam.*" Explain this passage.

IV. In what cases, if any, does a wife's domicile not change with the husband's?

V. What objections exist to the theory that matrimonial capacity is determined by the law of the place of solemnisation?

VI. Discuss the question whether the *lex domicilii* should determine matrimonial capacity.

VII. What objections are there to the theory of Scotch law that divorce, being a matter of status, is to be decided (irrespective of *lex loci contractus*, domicil, or allegiance), simply on grounds of public welfare and order?

VIII. Compare the law of England and of America as to the validity of foreign divorces.

IX. By what law is the parental power of a foreigner, temporarily resident in British India, (1) over the person, (2) over the property, of his child, to be decided?

Give reasons for your answer.

X. In what cases are succession and legacy duties payable on Indian assets, and on what ground is the liability based?

XI. If a man domiciled in British India dies leaving Indian and English assets and creditors in both countries and the estate is insolvent, how should the creditors be paid?

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ROMAN LAW.

I. Distinguish '*Jus gentium*' from '*Jus civile*' and explain the terms '*jus naturale*' and '*jus prætorum.*'

II. Define '*persona*' and '*status*'.

III. In what ways could slavery arise in Roman Law? How could a slave acquire freedom?

IV. What is the Roman Law definition of marriage? What was the difference between marriage with *conventio in manum* and without it? Describe the ancient forms of contracting marriage with manus.

V. Explain the origin and object of legitimation of children '*per subsequens matrimonium.*' In what cases was it possible? Compare the Scotch, English and French Law on the subject with that of Rome.

VI. Distinguish between *adoptio* and *adrogatio* and state the effect of each.

What change was made in the law of adoption by Justinian?

VII. Describe the *patria potestas*, and its effects on the person and property of children, and explain the terms *peculium castrense*, *quasi castrense*, *adventitium*. What was the relationship between those subject to the same *patria potestas* called? How did the *patria potestas* cease?

VIII. What were the different kinds of tutors? What powers had they over the property and person of their pupils?

What was a curator?

IX. Give a short account of *fidei commissa*, mentioning the different kinds, and explain what was meant by the Pegasian portion?

X. If a testator bequeathed to a legatee property which belonged to a stranger, what was the legal effect according to Roman Law?

XI. What hardships existed under the law of intestate succession under the Twelve Tables?

How did the Prætors amend the law?

What rules were introduced by Justinian?

XII. Explain *Emphyteusis*, *Superficies*, *Hypotheca tacita*, *Usucapio*, *Postliminium*, *leonina Societas*.

FIRST L.M.S. DEGREE EXAMINATION, 1891.

TUESDAY, 7TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. What secretions take the most share in the digestion of the following:—bread, rice, casein, muscle, fibrin, yolk of egg, white of egg, and sugar?

II. Give an account of the various glands in the walls of the small and large intestines and state what is known as to their functions.

III. What happens to fats after they have been emulsified.

IV. Describe the course of the blood from the portal vein to the left auricle.

V. Describe the microscopical appearances of a vertical section of the skin.

VI. How is the temperature of the human body kept constant from day to day?

MONDAY, 6TH JULY, 2 TO 5 P.M.

MATERIA MEDICA.

I. Describe the action of expectorant medicines Enumerate the expectorants and write out two expectorant mixtures illustrative of their mode of action.

II. To what natural orders do Belladonna and Jaborandi belong? Describe their physiological action and therapeutic uses. Name their official preparations with their doses.

III. Give the ingredients of the following preparations: Decoctum aloes co.; Emplastrum Ammoniaci cum Hydrargyro; Liniment. Camphoræ co.; Extractum Colocynth co.; Pilula Rhei co.; and Mistura Sennæ co.

IV. Describe the action of iodine on the system, and give its therapeutic properties. Enumerate the preparations containing iodine.

V. Enumerate the powders in the Pharmacopæia. Give the ingredients and doses of those containing opium.

VI. What is iodoform? Give the official preparations. Describe its physiological action and therapeutic uses.

MONDAY, 6TH JULY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. State the law of multiple proportions; by whom was it discovered, and what theory was advanced by the discoverer to explain it? Illustrate the law by means of a few examples.

II. What is meant by the term 'valency' or 'atomicity,' and how is the valency of any particular element fixed? What is the valency of the elements which exists in the following compounds:—Carbon monoxide, marsh gas, olefiant gas, ammonia, calomel corrosive sublimate, hydrocyanic acid, stannic bromide, and ammonium iodide.

III. How may pure sulphuretted hydrogen be prepared? What are the chemical and physical properties of the compound? What are the products of the combustion of SH_2; what volume of oxygen is required to completely burn one litre, and what volume do the products of the combustion occupy?

IV. Write equations for the changes which occur when sulphuretted hydrogen is passed through aqueous solutions of the following substances:—ammonia, potassium hydroxide, barium chloride, ferric chloride, potassium chromate, lead nitrate.

V. 1. Describe the construction and explain the principle of the Davy safety lamp.

2. What do you understand by 'a flame'? How many 'zones' or 'regions' are there in the ordinary candle flame? What substances are found, and what chemical changes take place in each region?

VI. Write equations for the changes which occur when (1) lead nitrate is heated (*a*) by itself, (*b*) with charcoal; (2) arsenietted hydrogen is passed into a solution of silver nitrate; (3) quicklime is heated with sulphur; (4) solutions of caustic potash and copper sulphate are mixed.

VII. Describe the manufacture of common ether from alcohol and sulphuric acid, giving equations. What other bodies may be produced by the action of sulphuric acid and alcohol on each other?

VIII. How is dry ammonia prepared? What are its properties? What takes place when chlorine is passed into a strong aqueous solution of ammonia? How may this reaction be employed to show the composition of ammonia?

IX. 1. Mention the metals which decompose water at all temperatures.

2. Calculate the volume of dry hydrogen which is obtained by acting on water with 0·2 gram of sodium.

X What is the action of sulphuric acid, nitric acid, and hydrochloric acid, respectively, upon the following metals:—silver, lead, tin, copper, zinc?

TUESDAY, 7TH JULY, 2 TO 5 P.M.

ANATOMY.

I. The right auricle has been opened. Name the parts that require notice. Give briefly their uses.

II. Describe the deep perineal fascia or triangular ligment of the urethra. Name the parts contained between its two layers.

III. What do you understand by the "interpeduncular space" at the base of the brain? Name the parts found in it, and explain briefly what they are.

IV. Describe the following bones, naming any muscles to which they may afford attachment, and the bones with which they may articulate:—trapezium, the internal cuneiform, second metatarsal.

V. Describe the lingual artery, giving its origin, its branches, relations, and anastomoses.

VI. Describe the ophthalmic nerve and the ganglia in connection with it.

SECOND L.M.S. DEGREE EXAMINATION, 1891.

MONDAY, 13TH JULY, 10 A.M. TO 1 P.M.

MEDICINE.

I. Describe the symptoms, diagnosis, prognosis, and treatment of measles.

II. What is chorea? Give its symptoms, causes, and treatment.

III. Describe the general symptoms and physical signs of pneumonia. Make a tracing, on the chart supplied, of the temperature of a case of this disease ending in recovery on the 11th day. Give the treatment.

IV. Enumerate the causes of ascites. Describe the physical signs and general principles of treatment in this disease.

V. Describe aortic stenosis under the following heads:—(1) causes, (2) sequelæ, (3) physical signs.

VI. Define eczema. Enumerate the common varieties of it, and give the general principles of treatment.

MONDAY, 13TH JULY, 2 TO 5 P.M.

SURGERY AND OPHTHALMOLOGY.

I. In what place is the clavicle most frequently fractured? Give the causes, symptoms, signs, and treatment. Explain with precision the causes of displacement of the fragments.

II. Describe the different kinds of urinary calculi, and the appearances they present. State the reasons for the changes in the composition of a mixed calculus.

III. Describe the symptoms, causes, and treatment of abscess of the 'antrum of Highmore.'

IV Give the diagnosis and treatment of each of the following forms of hydrocele in very early life:—the common form, the congenital, and the encysted.

V. Give the causes, symptoms, diagnosis, prognosis, and treatment of ophthalmia neonatorum.

VI. What is the difference between epiphora and stillicidium lacrymarum? Give the most common causes of the latter, and its treatment.

TUESDAY, 14TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I. Give a short description of the fœtal head, and state the usual diameters measured and their dimensions. How may these diameters be influenced in the process of labor?

II. You are called to see the following case:—a primipara; head, hand, and foot presenting; pains severe; the woman exhausted; child alive. How would you deliver?

III. In what cases would you be justified in inducing premature labor? Give the various methods of induction, stating the one you would adopt.

IV. What are the causes of post-partum hæmorrhage, and how would you treat a case?

V. How would you diagnose a case of simple cystoma of the ovary from other affections, stating them?

VI. Give the various affections that arise from dentition (1 to 3 years), and your treatment for each.

TUESDAY, 14TH JULY, 2 TO 4 P.M.

MEDICAL JURISPRUDENCE.

I. What are the indications that death has taken place; in what order and after how long do they appear. Which is the most reliable of these signs, and what are the sources of error with regard to the others?

II. What are the conditions that promote or retard putrefaction? Give a short description of the putrefactive process as affecting the various parts of the body.

III. How would you classify injuries accompanied by visible solution of continuity? What conclusions as to the nature of the weapon used would you draw from each?

IV. Mention the congenital and acquired peculiarities which help to identify a dead body.

V. What are the modes of sudden death where apnœa is the cause? Give a definition of each and describe the *post-mortem* appearance common to all.

VI. Describe the way in which a person drowns. What is the cause of death in case of drowning and what *post-mortem* appearance would you expect to find excluding those due to apnœa?

VII. What is the fatal dose of arsenious acid? Describe the symptom and *post-mortem* signs in man and state how you would treat a patient for arsenic poisoning.

VIII. What are the differences in the lungs of an infant before and after respiration as regards appearance, weight, and specific gravity? How would you perform an autopsy on the body of an infant sent to you for the purpose of deciding whether it was born alive or not?

IX. Describe the evidences of recent delivery ascertainable on *post-mortem* examination.

WEDNESDAY, 15TH JULY, 10 A.M. TO NOON.

HYGIENE.

I. What impurities in drinking-water are due to (1) mineral,

(2) vegetable, and (3) animal organic substances? What is the importance of each impurity from the point of view of the potability of the water?

II. If called on to make an examination of the air of any habitations, give, in outline, the plan you would adopt, and state what are the points you would pay most attention to, and why?

III. Why are young children so susceptible to cold? What rules would you lay down about their clothing?

IV. Mention the diseases caused by sewer-gas. Explain the arrangements for disconnecting a house-drain from a sewer; and state what are the advantages and disadvantages of the water-carriage system of excrement removal.

PRELIMINARY SCIENTIFIC EXAMINATION, 1891.

MONDAY, 6TH JULY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. Mention the chief classes in which the oxides of the elements can be arranged, and describe the properties of each group. Classify the oxides of nitrogen, manganese, and lead in accordance with their properties.

II. State, in a general way, the nature of the connection which has been shown to exist between the atomic weights of the elements and their chemical and physical properties. Mention a few of the facts which the discovery of this law has brought to light.

III. Distinguish between the empirical and the molecular formula of a compound and state how each is arrived at. Explain why, in the case of many compounds, the molecular formula is unknown.

IV. Define the terms 'acid salt' and 'basic salt', and give examples of both classes of bodies.

V. What is meant by a 'compound radical'? Mention half-a-dozen of the most important compound radicals, positive and negative, and some of the compounds in which each exists.

VI. The molecules of certain elements (in the gaseous condition) are believed to contain but a single atom, others contain two atoms, others more than two. State the reasons which lead to this conclusion, and mention elements belonging to each category.

VII. 100 grains of ammonium nitrate are heated; what volume do the products of the decomposition occupy at 130°C. under a pressure of 750mm.?

VIII. Where, and in what combinations, does boron occur in nature? How is the element prepared, and in what modifications is it known? How many oxy-acids of boron are there? Point out their relations to each other and to the oxide. For what purpose is borax used in analysis, and upon what property of the substance does this application rest?

IX. How is potassium permanganate obtained from manganese

dioxide? Give illustrations of the oxidizing action of this substance both in acid and in alkaline solution.

X. Describe the manufacture of phosphorus on the commercial scale, and write equations for the changes which occur.

MONDAY, 6TH JULY, 2 TO 5 P.M.

PHYSICS.

I. State and prove the principle of Archimedes.

A vessel weighing 15lb. and having a capacity of 864 cubic inches is let down at the end of a string into a well. What is the difference in the tensions of the string when the vessel is full of water and is (1) totally immersed, (2) above the surface of the water? The specific gravity of the material of the vessel is 7·5.

II. State Boyle's Law, and describe a method of proving it experimentally for pressures greater than the atmospheric pressure.

III. Define the terms 'work' and 'energy', and distinguish between kinetic and potential energy.

What becomes of the work done in exhausting a vessel of air? Suppose the capacity of the vessel is 1 cubic foot, and the pressure of the air 14lb. per sq. in., what is the work done in exhausting it?

IV. A mass of water at 60°F. is cooled to 0°F. Describe the changes in volume, and state the loss of heat it undergoes. 200 cubic centimetres of air at 20°C. and 739mm. pressure are reduced to 0°C. and 760mm. pressure; what will the volume now be?

V. Distinguish between radiation, conduction, and convection of heat.

VI. State the laws of vibration of strings, and how you would verify them experimentally. How do you account for the action of the sounding board in stringed instruments in accordance with the conservation of energy?

VII. What are the laws of reflection of light? Find the course of rays of light emitted by a bright point after reflection at a plane surface. Hence show how to determine whether a plane surface is at right angles to a plane mirror or not.

VIII. The focal length of a convex lens is 10 inches. Two points 5 inches apart are taken on the axis of the lens, the nearer being 15 inches from the lens. Find the distance between the images of these two points.

IX. Describe the chief phenomena of electrostatic induction. Under what conditions are the charges induced in a neighbouring conductor greatest, and what are their values under these conditions? Describe experiments to prove your answers.

X. A current is passed through a thin wire and then through dilute sulphuric acid contained in a vessel. What are the changes produced in the wire and the acid, and what would be the effect of changing the direction of the current through them?

XI. How can a steel bar be magnetised? How would you magnetise a knife blade so that the point may be the north-seeking pole?

TUESDAY, 7TH JULY, 10 A.M. TO 1 P.M.

BOTANY.

I. Describe in technical language the plants marked A and B State to what natural orders they belong, giving your reasons.

II. Describe the structure of the root of a dicotyledonous plant. How are the root-hairs derived, and of what use are they to the plant?

III. The protoplasm of plants contains nitrogen. What are the sources from which this element is obtained?

IV. Give an account of the various ways in which compound fruits burst open when ripe, and give an example of each kind.

V. What are the chief characteristics of the natural order *Labiatæ?* How would you distinguish a plant belonging to this order from one belonging to (1) Solanaceæ, (2) Scrophularineæ

VI. Explain the meaning of the terms *geotropism* and *heliotropism*, and give examples of each.

FIRST M.B. & C.M. EXAMINATION, 1891.

MONDAY, 6TH JULY, 10 A.M. TO 1 P.M.

COMPARATIVE ANATOMY.

I. Describe the suckers, mouth organs, and alimentary canal of the medicinal leech.

II. Give an account of one of the simplest forms of animal life known to you, and discuss the question as to how far differentiations in its structure foreshadow any of the systems of organs of higher animals.

III. Enumerate the various animal groups, forms among which are known to be parasitic in or upon man. State, with regard to the cases in which it is likely to be of importance, the source from which the animal or its eggs are likely to come.

IV. Describe the bones which become anchylosed together in the pelvic region of a bird, and state how far the various regions usually recognised in the human vertebral column can be distinguished one from the other in the lower vertebrata.

V. Describe the skeleton of the jaws and branchial arches in a cartilaginous fish, and give a general sketch of the modifications which the corresponding structures undergo in the higher vertebrata.

MONDAY, 6TH JULY, 2 TO 5 P.M.

MATERIA MEDICA.

I. Describe the action of alterative medicines. Enumerate those so classified and give their uses.

II. Describe the physiological action and therapeutic uses of ergota and physostigma. Give their official preparations with their doses.

III. Give the composition of the following preparations:—pulv. opii compositus; pilula ferri et aloes; tinct. opii ammoniata; mistura creasoti; confectio sulphuris; and ext. colocynthidis compositum.

IV. What are the official compounds and preparations of antimony? How are they severally prepared? Describe the local and general action of antimony on the system.

V. What are the hypodermic injections of the Pharmacopœia? Give their composition, strength, and dose; and state shortly for what purposes they are severally administered.

VI Whence are salicylic acid and salicin derived? Give the official preparations and their doses. Give their physiological and therapeutic uses.

TUESDAY, 7TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Give an account of the various functions ascribed, at the present day, to the spleen.

II. What is the composition of bile? Give a general account of the formation of its constituents.

III. Give an account of the histological structure of the cerebral cortex.

IV. How can the presence of urea, uric acid, and phosphates in urine be determined by chemical and microscopical examination?

V. What proofs are there that the blood circulates? In what manner is the blood pressure affected by the respiratory movements?

VI. What is meant by automatic and reflex actions? Give examples of each, and describe their mechanism.

TUESDAY, 7TH JULY, 2 TO 5 P.M.

ANATOMY.

I. Name and describe the openings in the diaphragm. Mention the structures which respectively pass through them.

II. Describe fully the arterial supply to the ear, including the Eustachian tube.

III. Describe the adductor magnus muscle under the following headings:—(1) shape, (2) origin, (3) direction of fibres, (4) insertion, (5) openings, (6) relation of its anterior surface, posterior

surface, superior border, inner border, external border, (7) its chief actions, (8) its nerve supply.

IV. Describe the prostate gland as to its (1) form, (2) size, (3) situation, (4) connections, (5) structure, (6) blood supply.

V. The sternum and costal cartilages having been removed, describe a dissection to expose the bodies of the 2nd, 3rd, and 4th dorsal vertebræ.

VI. Give the origin and insertion, relation and nerve supply of each of the following muscles:—(1) superior constrictor of the pharynx, (2) serratus posticus inferior, (3) flexor brevis minimi digiti, (4) longus colli, (5) gemellus superior, (6) flexor accessorius.

SECOND M.B & C.M. EXAMINATION, 1891.

MONDAY, 13TH JULY, 10 A.M. TO 1 P.M.

MEDICINE AND PATHOLOGY.

I. Describe the symptoms, sequelæ, diagnosis, and treatment of scarlatina.

II. Describe acute softening of the brain under the following heads:—(1) etiology, (2) pathological anatomy, (3) symptoms, (4) differential diagnosis between acute softening and cerebral hæmorrhage, (5) treatment—comparing it with that of cerebral hæmorrhage.

III. Describe the causes of bronchiectasis. Give the general symptoms and physical signs of this disease.

IV. What are the causes of albuminuria? How do you ascertain its existence, and what factors are of importance in the prognosis?

V Describe the causes, general symptoms, and physical signs of tricuspid regurgitation.

VI. What is amyloid or lardaceous degeneration? Where is it met with? Describe the results produced, and give the etiology.

MONDAY, 13TH JULY, 2 TO 5 P.M.

SURGERY.

I. How is acute synovitis of the knee-joint usually produced? Mention the signs and symptoms by which it is characterised, and state how you would treat it.

II. Give the symptoms, diagnosis, and treatment of complete sub cutaneous rupture of the popliteal artery.

III. Give the causes, symptoms, signs, course, and treatment of extravasation of urine into the perinæum. Describe carefully the anatomical peculiarities that make the urine take the course it invariably does.

IV. Name the various dislocations about the elbow-joint. With

what are they likely to be confounded? Give the diagnostic signs and treatment.

V. (1) What do you understand by 'strangulated' hernia? (2) What signs and symptoms would tell you that an inguinal hernia was strangulated? (3) Give your treatment of (2) and state clearly under what circumstances you would operate. Describe also the various steps of the operation, including your treatment of the gut, with reasons.

VI. Describe the course and relations of the posterior tibial artery. Detail the steps of the operation for tying it at the junction of its upper and middle third. By what means is the collateral circulation carried on?

TUESDAY, 14TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I. What is meant by 'protracted labor,' and what are the indications for artificial delivery in such a case? How would the mechanism in a case of vertex presentation be affected by (1) a pelvis flattened and contracted in the conjugate, (2) a generally contracted pelvis?

II. Give an account of the formation of the human placenta, and state the principal diseases to which it is subject.

III. Craniotomy and version—In what cases would you resort to these operations, and when would you prefer the one to the other?

IV. You are called to the following case:—primipara; convulsions occurring every hour; os admitting one finger; child alive; pains present. What steps would you take to deliver the woman?

V. Pelvic peritonitis—Give morbid anatomy, signs (*i.e.*, general, local, and by vaginal examination), prognosis, and treatment.

VI. How would you diagnose between the following in a child:—simple acute laryngitis, laryngitis stridulosa, membranous laryngitis, diphtheria? What would be the appropriate treatment in each case?

TUESDAY, 14TH JULY, 2 TO 5 P.M.

MEDICAL JURISPRUDENCE.

I. (1) Discuss the various points that have to be considered in forming a decision as to the sex of an adult person, where the evidence afforded by the generative organs is equivocal.

(2) What are the morphological peculiarities which enable us to distinguish between the male and female skeleton of the human subject?

II. The dead body of a young woman is found lying on the pavement close to a high building from which she has just fallen. Suspicion has fallen on a young man, either of having thrown the

young woman from the house top, or of having so assaulted her that she jumped down herself You are informed of these circumstances, and the young man is also brought before you for examination. The height from which the body has fallen is not less than 70 feet. Describe in detail the order and the method you would observe in investigating the cause of death, particularly in regard to the part the accused man is supposed to have played in bringing it about.

III. Describe your procedure in making a *post-mortem* examination. Give your reasons explicitly for the order you adopt in investigating the different cavities of the body.

IV. What are the symptoms observed under each of the following conditions:—(1) opium poisoning, (2) an apoplectic attack, (3) alcoholic poisoning (drunken coma), (4) datura poisoning. Discuss the difficulties of diagnosis in cases like the above, and state briefly the treatment you would adopt in each case.

V. A powerful Asiatic destroys his child-wife by having intercourse with her forcibly. Moved by the thought of the probable consequences of his act, he promptly hangs her by the neck What are the *post-mortem* appearances which would enable you to say, after a careful examination of the body, whether the hanging was done before or after the child had died?

VI. What are the characteristics of feigned mania, and how do they differ from those of true mania?

VII. Give the evidence, as afforded by the examination of a dead body, on which you would establish a diagnosis of death by drowning; and those also that would enable you to say the act was probably suicidal.

WEDNESDAY, 15TH JULY, 10 A.M. TO 1 P.M.

HYGIENE.

I. What are the effects of alcohol on the different organs of the body? Give your reasons for considering alcohol, as an article of diet in health, useful or the opposite

II. How are soils classified for hygienic purposes? Which are the most healthy soils? Why is it important that the soil under houses should be drained?

III. What are the causes of scurvy? Name the articles of food (1) which are antiscorbutic, and (2) which are not. To what constituents are the antiscorbutic properties of the articles of food you name in (1) due?

IV. You are deputed as a Sanitary Officer to attend a fair or festival. Describe the steps that you would take to maintain public health. If cholera appeared, what you would do to prevent its spread?

WEDNESDAY, 15TH JULY, 2 TO 5 P.M.

OPHTHALMIC MEDICINE AND SURGERY.

I. (1) Enumerate those diseases of the eye which give rise to

hypertension (2) What relative pathological effects are produced in each case by the various causes? (3) What treatment should be adopted in each case?

II. (1) What is the normal extent of the field of vision as regards light? (2) In what diseases do we meet with a limitation of the field? (3) Enumerate the diagnostic points in reference to each.

III. (1) State the etiology of posterior polar cataract. (2) What are the pathological conditions of the disease? (3) What treatment should be adopted for its relief?

IV. A patient, aged 35 years, the subject of syphilis a few years previously, complains of a mist before his sight in reading, which obliges him to close the right eye, when the mist disappears, and so he habitually closes the right eye when reading. His walking powers are unaffected. Distant vision with each eye singly is perfect. By ophthalmoscopic examination nothing of pathological interest is manifest. The pupils are of normal size. His reading vision is restored by a lens of high power.

(1) Give your diagnosis of the case, and your reasons.
(2) State the probable etiology of the affection.
(3) What should be the treatment?

B.C.E. DEGREE EXAMINATION, 1892.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

SURVEYING.

I. Two towns on a Swedish map are 120 Swedish miles apart, and the distance on the map is 13·35 inches.

Draw one scale for the map showing 50 Swedish miles and single miles; and another showing 350 English miles divided to show distances of 10 miles; write down the R. F. and all calculations, draw and figure the scales neatly.

One Swedish mile equals 6·6412 English miles.

II. From the following field notes of a closed traverse calculate the bearings, and prepare a full traverse table, plot the enclosure to a scale of two chains to an inch; compute its area from the traverse table. Bearing of AB. 31°20′ N.E.:—

Sides in chains	AB	BC	CD	DE	EF	FG	GA
	10·16	9·23	6·66	11·00	13·04	4·09	10·86

Interior angles	ABC	BCD	CDE	DEF	EFG	FGA
	124°5′	101°15′	153°35′	128°15′	109°53′	129°49′
	GAB					
	153°8′.					

III. Describe the checks used to prove the accuracy of a closed traverse; and explain how an error made in a single line or angle may be found in amount and position.

IV. Plot the survey shown in the accompanying field book to a

scale of two chains to an inch, and find its area in acres in the most expeditious way, showing the method and lines used for this purpose.

V. Explain by a sketch why when a straight fence crosses two chain lines in a survey nearly at right angles, measuring its length and noting its intersections with these does not fix its position accurately, show how this should be done.

FIELD BOOK.

Chain Survey of a field.

	to ⊙ A	
	2504	0
	2000	74
Tie line ⊙ M	1860	to ⊙ N 351
	1650	137
	1430	90
	1220	144
	850	30
	425	110
	000	0
	⊙ C	
	to ⊙ C	
0	1346	
80	1072	
128	708	
98	458	
	000	
	⊙ B	
	to ⊙ B	
	1946	0
	1490	96
	1200	152
	1000	112
The line N ⊙	600	
	520	50
	000	
From	⊙ A	80 NE

MONDAY, 18TH JANUARY, 2 TO 4 P.M.

SURVEYING AND LEVELLING.

I. Explain the principle on which vernier scales are constructed. Draw neatly a vernier scale of any instrument with which you are familiar. The instrument should be named.

II. You are called upon to prepare a project for the enlarge-

ment of a tank irrigating rice crops. What surveys and drawings would be required? How many men should accompany you and for what purpose? Give briefly the heads of the report which should be submitted with the estimate.

III. What precautions should be taken with the chain when chaining? How may a chain be check measured? Under what conditions may surveying by chain alone be adopted?

IV. Describe and make a sketch of a prismatic compass.

NOTE.—*Greater value will be attached to the sketch if it is dimensioned.*

What are its chief uses in surveying?

V. Describe and explain by diagram any methods of contouring with which you are acquainted. Take any imaginary valley, somewhat similar to that of the Peryar, and show by a sketch how you would lay out 10 ft. contours and mark the alignment of a reserve wall or bank with its crest 150 ft. above the lowest point in the valley at any given site.

VI. Complete and plot the accompanying extract from a field book, distances apart of readings 50 ft.

Back sight.	Intermediate.	Fore sight.	
2·90			B.M. + 120 above M S.L.
	4·90		
	4·85		
	4·30		
	5·26		
	5·85		
6·75		5·90	
	6·40		
	6·15		
	4 88		
	3·25		
	6·10		
5·40		2·30	
	3·35		
	4·10		
	5·20		
	4·50		
2·54		·06	
	3·85		
	4·22		
	5 30		
	3 25		
		2·70	

N.B.—Part of the time will be devoted to practical examination in the use of surveying and levelling instruments.

MONDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

MECHANICAL ENGINEERING.

I. The main engine of a machine shop runs at a speed of 60 revolutions per minute, and transmits from 100 to 150 horse power. It is driving, amongst other machinery, a 12″ lathe which is turning a bar of Wt. Iron 6″ diameter. Give the diameters and speeds of the several shafts and pullies as under:—

(*a*) Engine.
(*b*) Main shaft.
(*c*) Counter shaft.
(*d*) Cone pullies and back gear.
(*e*) Lathe spindle.

II. In the engine shown in sketch No. 1, which is supposed to be running in the direction shown by the arrow, calculate the maximum pressure thrown on the slide bars, state the position of the piston when the pressure is at its maximum, and show by proof on which of the bars the pressure is thrown, or whether it is distributed, and if the latter, in what proportion.

III. In a locomotive of the following dimensions, viz., cylinder 18″ × 26″ wheels 4′-6″ diameter, weight available for adhesion 37 tons, calculate the weight of the train which the engine would, together with itself, take up an incline of 1 in 150 at a speed of 20 miles an hour with a boiler pressure of 140 lb., and allowing a loss of 8 $^0/_0$ in the cylinder. Total resistance, except that due to gravity, RS. $= 8 + \frac{v^2}{171}$ v being velocity in miles per hour.

IV. A shearing machine the fly wheel of which weighs $1\frac{3}{4}$ tons with a mean radius of 5′-3″ is running at a speed of 250 revolutions per minute. Find the reduction in speed which would take place in shearing an iron plate, presuming the power required to shear the plate to be equal to $\frac{1}{2}$ a horse power and the operation of shearing to take one second to accomplish.

N.B.—The machine is supposed to be running independently, with the driving belt on the loose pulley, and in the calculation the arms of the fly wheel as well as the friction of the machine may be neglected.

V. Describe the process of adjusting an eccentric, and setting a slide valve. Any description of engine or motion may be taken.

VI. Find the point of cut off in the engine, the cylinder ports, valve, and eccentric of which are of the dimensions shown in sketch No. 2.

This may be done graphically or by calculation.

VII. If the lap and lead of a slide valve are constant, what is the effect of (*a*) increasing, (*b*) decreasing the throw of the eccentric. Illustrate your answer graphically as applied to the engine shown in sketch No. 2.

VIII. In a simple single engine working with steam at 120 lb. pressure, diameter of cylinder 20″ × 4′-0″ stroke, give approxi-

mately the following:—thickness of cylinder walls, dimensions of main shaft, crank and bearings, diameter of piston rod, and connecting rod, weight and diameter of fly wheel.

No lengthy calculation is required with this question, as it is only intended to test the student's general knowledge of proportions.

NOTE.—*To avoid arithmetical calculations, any approved table of squares, square roots and areas or circumferences of circles may be used in replying to this paper.*

MONDAY, 18TH JANUARY, 2 TO 5 P.M.

MECHANICAL ENGINEERING.

Make free hand sketches, fully dimensioned, of any of the following details. The sketches should be in pencil, and so finished that working drawings could be prepared from them. They need not themselves be drawn to scale, and eight of them, well drawn, will secure full marks.

I. A cross head with slide bars, and blocks, for a simple 60 H. P. engine, with single cylinder showing mode of attachment to cylinder cover and front bracket. The bracket to be either a casting or built up of plate.

II. A plummer block with brass, for a 3½″ shaft, showing the shaft and collars.

III. 1. A shafting coupling flanged for a shaft 3½″ diameter showing details of bolts, keys, etc.
2. A do. do. sleeve.

IV. A Railway chair and rail.

V. A 7″ bench vice for fitter's use, with details of screw, and screw box, and of attachment to bench.

VI. A four jawed chuck, for an eight inch lathe.

VII. A piston valve for a marine engine.

VIII. A screw jack capable of lifting a load of 10 tons.

IX. An ordinary eccentric sheave and strap, for a medium size engine. Throw of eccentric 4 inches.

X. A single crank shaft for a 12 H. P. portable engine.

XI. A monkey spanner.

XII. A thrust block for a marine engine screw shaft.

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

CONSTRUCTIVE ENGINEERING.

I. Sketch on section paper a design for an iron framed roof suitable for a clear span of 40 ft. Rise 8 ft. Weight of roof 30 lb. per sq. ft. Distance apart of trusses 12 ft. Wind pressure 50 lbs. Draw in detail any two joints, scale 6 in. to 1 ft.

II. Discuss briefly the methods of dealing with cross drainages on a line of canal. Give any instances with which you may be acquainted.

III. Draw on section paper to any suitable scale a tank surplus length 150 ft., the following levels being given:—

Full supply	.	...	100·00.
M. W. L.	...	...	102·50.
Top of bank	...	...	107·00.

General level of ground at site of surplus 95·00.
Slopes of bank 1½ to 1. A cross section at the site shows that the ground falls away somewhat rapidly and that protection will be required to prevent retrogression of levels. Subsoil sandy clay. Half plan and sectional elevation required.

IV. How would you test practically to ascertain if a lime possesses hydraulic properties.

Make a dimensioned sketch of any ordinary lime kiln in use in the Madras Presidency. What would be the average outturn of such a kiln? and what quantity of firewood or charcoal would be required for one firing?

V. Show by diagrams how you would set out the earthwork on a line of new channel, with a bottom width of 6 ft. side slopes 1½ to 1. Depth of water 3 ft. The channel is partly within soil and partly in embankment. Top of bank 3 ft. above F. S L.

VI. Draw up a specification for ordinary stone rubble masonry.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

CONSTRUCTIVE ENGINEERING.

I. What are the characteristics of good building stones? Mention some of the best descriptions, and state how their relative strength and durability may be tested artificially.

II. How should stones be placed with reference to their natural beds, in walls, arches and cornices with undercut mouldings? Give reasons for your answer.

III. Name and describe briefly five methods generally used for laying submerged foundations, and the circumstances most suitable for each, using sketches to illustrate your answer.

IV. State the five most important general principles to be observed in the construction of stone masonry.

V. To what cause are cracks in buildings generally due? and what precautions should be taken in their design to prevent these occurring.

VI. Draw neatly in pencil a form of scarf joint suitable for compression, tension, or transverse strain; how should the surface of a scarf lie with reference to the direction of loading? Explain how the parts should be proportioned.

VII. State the considerations which fix the general dimensions of a navigation canal and its locks; and the rules founded on these for the minimum bottom width, depth of water, and area of waterway required; explain how the quantity of water required for working may be approximately determined.

VIII. What is the use of a distributing reservoir in a town water-supply project; how is its size determined, and to what extent does its use affect the size of the main from the storage reservoir?

What should be the capacity of this main, and distributing pipes in any given case, when the number of inhabitants and daily supply to each is fixed?

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

STEAM AND THE STEAM ENGINE.

I. What is latent heat? Find the total amount of work done in converting one pound of water at 80°F. into steam at atmospheric pressure, and also into steam at 100 lbs. pressure.

II. What is meant by an isothermal, and an adiabatic line, or curve? Distinguish between them, by an approximate, or hand sketch diagram, for any scale or pressure.

III. Find the quantity of water and of coal a locomotive engine would use in running a mile under the following conditions:—

Cylinders	18″ × 26″.
Diameter of driving wheels	5′ — 6″.
Pressure of steam in cylinder	120 lb.
Cut off	3/8.
Clearance and port space	300 cubic inches.
Evaporative power of coal per lb. ...	9½ lb. of water.

IV. A non-condensing engine is working non expansively with saturated steam under the following conditions. How much coal would it use per indicated horse power per hour?

Back pressure	3 lb.
Pressure in cylinder	118 lb.
Loss of steam in ports, and clearance...	7½ per cent.
Evaporative power of coal per pound...	9 lb. of water.

V. What is meant by steam jacketing a cylinder. State under what circumstances it is advisable to use a steam jacket, and under what circumstances it is not so. Give reasons for your answer.

VI. What are the rules which limit the amount of expansion which may be employed profitably in an engine, and what under modern practice is the expansion allowed to:—

(*a*) Triple expansion surface condensing engines.
(*b*) Single cylinder surface condensing engines.
(*c*) Single cylinder non-condensing engines.

VII. Compare and analyse the two Indicator diagrams A and B,

sketch 3, calculate the H. P. developed, the mean pressure of steam in each, and call attention to any faults or peculiarities exhibited in each.

NOTE.—*Molesworth's Pocket Book of Engineering Formulæ may be used in replying to this paper.*

WEDNESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

HYDRAULICS.

I. A town of 50,000 inhabitants is to be supplied at the rate of 15 gallons a head per day from a service reservoir with its floor at + 100, depth of water 12 feet. The town consists of two parts and the supply is to be divided in the proportion of 1 to 4, the division taking place at a distance of ¼ mile from the reservoir. The smaller part of the town is distant 2½ miles and the larger 1½ miles from the reservoir. What would be suitable diameters for the main and sub-mains? What would be the pressure per sq. inch at the town, the level of the pipes in both parts being + 12. The pipes should be made capable of discharging one half the supply in 8 hours.

II. The Pilandorai channel at its tenth mile crosses a stream draining an area of 5 sq. miles. It is proposed to pass the drainage by an inlet and outlet and by an inverted syphon with the same outfall channel. The syphon to be capable of discharging 2″ and the outlet 10″ of a maximum rainfall of 12″ in 24 hours. Depth of water during flood on crests which are 3 feet above bed of channel, of inlet and outlet 3 feet, gauge on rear floor of outlet reading 3 feet. Velocity of approach 4 feet a second. What should be the size of the syphon and length of outlet?

III. A head sluice and channel are to be designed to supply 4,000 acres of rice cultivation at 2 yards per hour per acre. The depth of water on front floor of sluice varies from 3′ 9″ to 10 feet; the depth of water on rear floor (on the same level as front floor) from whence the channel starts, with a fall of 1½ feet per mile, is to remain constant, as near as possible, at 3 feet. Show how this may be accomplished. What size would you purpose to make the vents of the head sluice?

IV. Sixteen thousand acres are to be irrigated for rice cultivation from a river in which freshes occur at intervals of 30 days, the freshes lasting on an average 10 days. What storage should be provided and what should be the discharge of the supply channel, allowing 2 yards per hour per acre as normal supply.

V. State the formula for the discharge in the case of drowned weirs and show by diagram how it is obtained. The maximum flood discharge of a weir is 60,000 c.ft. per 1″, which at one point passes over a weir built under a bridge of 15 arches of 32 feet span. The crest is 9 feet above bed. Velocity of approach 8 feet a second. The section of the river below the weir is such that at maximum flood the gauge on the apron below reads 15 feet. To

what height will the flood rise on the crest of anicut. $C_1 = \cdot 500$ (on account of obstruction by arches) $C_2 = \cdot 75$.

VI. State and explain by diagram the time formulæ for emptying and filling locks.

A lock 189 × 20′, lift 12 feet, is provided with culverts on each side with simple openings 3′ × 3′ and also with two valves in each of the gates 2′ × 2′. The floors of culverts on the upper side are 6 feet below upper water surface, the openings in the gates are 6 inches higher in level. If the gate valves are opened 1 minute before the culverts, how long will it take to fill the lock?

VII. A sluice of three vents 16 feet × 9 feet deep at the end of a drain running with a velocity of 1·50 feet per 1″ discharges 1,200 c.ft. per 1″ into a river. Allowing 4 per cent. for friction, what will be the head at the sluice?

Make a sketch of a work suitable in this case. Roadway to be 3 feet above flood level and 9 feet wide in the clear. Slopes of banks 2 to 1. Sketch to show half plan and half sectional elevation only.

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

ESTIMATING.

I. Take out in detail in proper form the quantities in the 12 foot stone masonry arch shown in the accompanying drawing, then abstract these in estimate form.

The dimensions of each item to be clearly shown, so that the method used in taking out the quantities may be easily understood and followed.

II. State the rates you would allow in Madras for the following works in houses:—

Country brick work in mud per cubic yard
Do. do. in mortar do.
Stock brick work in mortar do.
Excavation of clay foundations do.
Earth filling do.
Plastering inside 2 coats per square.
Flooring with jelly 4″ thick do.
Do. with asphalt only do.
Teak work in rafters, Bressemers, &c., per cubic foot.
Teak half panel and Venetian doors per square foot.
Do. do. and glass do. do.
Do. panel do. do.
Do. batten do. do.
Tiling with common tiles per square.
Do. with one course flat tiles and one of common tiles over these per square.

Terracing per square.

WEDNESDAY, 20TH JANUARY, 2 TO 5 P.M.

MECHANICAL ENGINEERING—ESTIMATING.

Estimate the cost of the shear legs shown in the drawing accompanying, at the prices given below :—

The main cap, shoes, and the sheaves, are of cast iron, the plates composing the blocks are of best Lowmoor iron, and all remaining parts of the iron work are forgings. The legs are of teak, and the price quoted is for wrought timber, and includes the cost of wastage. The candidates should specify the several portions of the blocks, or other details of the tackle, which should, in their judgment, be turned, bored or otherwise machined, and they should estimate accordingly.

PRICES.

			RS.	A.	P.
Iron castings	per cwt.	...	5	11	0
„ forgings	„ „	...	27	8	0
„ chain	„ „	...	17	0	0
„ Lowmoor	„ lb.	..	0	3	0
„ holding down bolts and nuts	„ „	...	0	4	0
Teak timber, per cubic foot	...	...	4	8	0
Concrete masonry, per sq yard	...	...	4	0	0
Turning and boring, per sq. inch of surface cut		...	0	0	3
Drilling do.	do.	...	0	0	1
Screw cutting ...	...	...	0	1	0

Fitting and erecting charges, at 28 per cent. on total cost of material.

THURSDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

EUCLID AND ALGEBRA.

I Triangles upon equal bases and between the same parallels are equal to one another.

If the straight line, which bisects two opposite sides of a quadrilateral, also bisects the quadrilateral, it meets the other two sides produced at the same point.

II. If a line be a tangent to a circle and from the point of contact a chord be drawn cutting the circle, the angles made by this line with the tangent are respectively equal to the angles in the alternate segments of the circle.

If two circles touch externally, their common tangent at either side subtends a right angle at the point of contact, and the square on it is equal to the rectangle contained by their diameters.

III. Describe a circle about a given triangle.

Describe a circle, passing through two given points and touching a given circle.

IV. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles propor-

tionals, the triangles shall be equiangular, and shall have those angles equal which are opposite to the homologous sides.

Construct a triangle, given its base, its area and the ratio of its other two sides.

When will the problem be impossible?

V. If a solid angle be contained by three plane angles, any two of them are together greater than the third.

VI. Solve

$$\text{(i)}\quad x + y + z = 2$$
$$ax + bx + cz = 0$$
$$a^2x + b^2y + c^2z = 0$$
$$\text{(ii)}\quad \sqrt{3x^2 - x + 1} + \sqrt{x^2 - 3x + 1} = 2x.$$

VII. Investigate the sign of the expression $x^2 - 2x\,(a + b + c) + 3\,(ab + bc + ca)$, for all possible values of x, a, b, c being real quantities.

VIII. A person invites 5 friends and their wives to dinner. Seats are arranged round a long table. How many ways are there of the party (including the host and hostess) being seated, so that every couple may sit together? It is indifferent what seat a person occupies or whether a person sits at another's right or left.

IX. Employ the Binomial Theorem to find the 4th root of 12 correctly to 3 places of decimals.

X. A man borrows 5,000 Rs. at 4 per cent. compound interest. If the principal and interest are to be repaid by ten equal annual instalments, find the amount of each instalment.

THURSDAY, 21ST JANUARY, 2 TO 5 P.M.

MENSURATION AND PLANE TRIGONOMETRY.

I. If $A + B + C = \frac{3\pi}{2}$,

$\tan A + \tan B + \tan C = \tan A \tan B \tan C - \sec A \sec B \sec C$.

II. Find a formula for all angles having a given sine.

III. Find general values of θ satisfying the equations $\cos\theta + \sec\theta = \frac{5}{2}$, and $\cot\theta - 3\tan\theta = 2$.

IV. Find sets of values of δ and ϕ to satisfy simultaneously.

$$\sin\overline{\alpha - \delta} - \cos\overline{\delta - \phi} + \sin\overline{\beta - \phi} - \cos\overline{\alpha - \beta} = 0.$$
$$\sin\overline{\alpha + \delta} - \cos\overline{\delta + \phi} + \sin\overline{\beta + \phi} + \cos\overline{\alpha + \beta} = 0.$$

V. From the formulæ $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$, which connect the sides and angles of a triangle, deduce $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$.

VI. Two sides a, b of a triangle ABC, are 29,639′9″ and 33,448′6″ and the angle A is 56°12′20″. Find the side c and the angles B and C.

VII. A flagstaff is erected on the top of a tower. The largest angle subtended by the flagstaff at the ground is at 386′3″ from the base of the tower and is 4°20′20″. Find the height of the tower and of the flagstaff over it. Consider the base of the tower as a point, and the tower and flagstaff a vertical line.

VIII. In the accompanying sketch, AB is a line 3,800 feet long, proposed for a new tank bund. Levels are marked on the line at every 200 feet. Levels are also marked at different points in the proposed bed, which lies to the left of the line of bund. If the F. T.L. is to be 16·0, mark on the sketch the full tank contour, and calculate the full tank capacity.

IX. Find the area of a spherical dome, the diameter of the base being 25 feet and the height 9 feet.

X. An embankment is to be made in sandy soil, the top and slopes of which are to be coated with 2 feet thickness of good selected earth. At a certain point, the finished bank will be 10 feet high, 6 feet wide at top and have its slopes 2 : 1. Sketch the section and calculate the quantities of sand and good earth in it.

FRIDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

ARCHITECTURAL DRAWING.

I. From the data given in the accompanying drawings,

Draw neatly and accurately to a scale of 4 feet to an inch

(1) Bank elevation of half the abutment with its wing wall showing footings, counterfoots, &c.

(2) Quarter plan of superstructure.

(3) Half front elevation and section on the line E.F.G.H.

Ink, color, figure, print and finish these as neatly as you can as far as time allows.

The total height of the abutment at the back is 15 feet.

FRIDAY, 22ND JANUARY, 2 TO 5 P.M.

TOPOGRAPHICAL.

I. Draw comparative scales of kilometres and miles R. F. $\frac{1}{31,520}$.

II. What is the object of shading hills in plans? Draw and shade by stumping a conical hill rising on one side from a river valley. Slope to foot of hill 3°, sides working up from 5° to 25° at the top. What advantages has the method of stumping over that of hachures?

III. Copy as much as the time will permit of the portion be-

tween 14° and 15° latitude, of the map placed before you. Roads, rivers and tanks to be colored. The coloring and shading of hills should be completed before the printing is commenced.

N.B.—The map must not be marked or otherwise damaged, and must be returned to the Superintendent when done with.

FRIDAY, 22ND JANUARY, 10 TO 1 AND 2 TO 5 P.M.

MACHINE DRAWING.

I. Make a complete working drawing, fully dimensioned, and to scale full size, showing in plan, elevation, and section, the locomotive piston crosshead placed before you.

N.B.—A complete hand sketch of the crosshead must first be made and the drawing prepared from this sketch. The sketch must also be sent in with the drawing. If the time is not sufficient to complete the drawing in ink, and color, it may be finished in pencil, all sections being distinguished by strong bold section lines.

II. Draw to scale full size, and finish complete in ink, and color, a round headed bolt with hexagon nut and lock nuts, and a square collar under the bolt head. The bolt to be 2″ in diameter and 12 inches long; the collar to be 1½ inches deep. The drawing should be finished as neatly as possible, and should show all the necessary shading, and cast shadows. The light is supposed to be coming from the left hand top corner of the drawing board.

SATURDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

STATICS AND DYNAMICS.

I. Show that the algebraic sum of the moments of two forces in one plane, about any point in the plane, is equal to the moment of their resultant about the same point.

Extend the theorem to the resultant of any number of forces in one plane, and deduce the conditions of equilibrium of such forces.

II. State the polygon of forces.

The accompanying drawing represents one of a number of roof-trusses, placed 13′ 6″ apart. The roof weighs 40 lb. a sq. ft. and its weight comes on the joints of the principal rafters. The weight of 13′ 6″ length of teak planking (weighing 5 lb. a sq. ft.), covering the whole span, and represented in skeleton section, by the same lines that represent the segments of the tie rod, comes on the joints of the tie rod. The span is 32 ft. and the rise is 12′. The braces and the segments of the tie rod are equal in length, being 10′ 86. The struts bisect the principal rafter at right angles.

Draw a diagram, to a scale of 40,000 lb. to 1 ft., to represent the stresses in the pieces of the frame-work; and measure and find those stresses.

III. Obtain by the principle of virtual velocities or otherwise, the relation between the "power" and the "resistance" in the case of a rough screw.

To compress cotton, a pressure of two tons is required to be produced by a rough screw with 3″ effective diameter and distance between threads 1″ and worked by arms 2′ long as measured from the axis of the screw. Find the force required to be exerted at the ends of the arms, taking the co-efficient of friction to be $\frac{1}{2}$.

IV. Find the centre of gravity of a uniform triangular lamina.

A uniform triangular lamina is suspended by parallel strings attached to the angular points. Show that the tensions of the strings are equal

V. What is the British absolute unit of force?

What would be the absolute unit of force, if a ton, an hour and a mile, be the units of mass, time and space?

VI. A Railway train runs at the rate of 25 miles an hour. The resistances are 14 lb. a ton. How far from a station must steam be turned off, in order to stop the train at the station, the approach to the station being in a falling gradient of 1 in 440, except for the last 800 ft, where it is level? Take $g = 32$ ft. a second.

VII. A person, going due north at 25 miles an hour, in a Railway carriage, finds that the wind appears to come from a point 45° east of north. After rounding a curve of 30° to the right he finds that wind now appears to come from a point 63° east of north If it did not change in the interval, find the absolute motion of the wind.

VIII. Explain how an impulsive force is measured.

Two imperfectly elastic balls impinge directly on each other. Find their velocities after impact.

IX. A particle describes a circle with uniform velocity. Show that the forces acting on it have always a constant resultant passing through the centre of the path.

Explain how the rotation of the earth affects the pressure of objects on its surface at the equator.

Calculate how swiftly the earth must rotate in order that this pressure may be *nil*.

SATURDAY, 23RD JANUARY, 2 TO 5 P.M.

HYDROSTATICS AND PNEUMATICS.

I. Define a fluid, and explain the property which distinguishes a gas from a liquid.

II. Find the whole pressure of a liquid on an immersed surface.

A hemispherical cup is fixed with its base upwards and horizontal, and is divided into 4 equal compartments by vertical planes passing through the centre. One of the 4 compartments is completely filled with water. Find the whole pressure on the curved surface.

III. Find the magnitude and centre of liquid pressure on an immersed rectangle when one side is in the surface.

A lock 16 ft broad has a lift of 10 ft. The two lower gates are equal, and moving round vertical posts at the quoins, 16 ft. apart, meet at the centre line of the lock and make angle of 150° with each other The bottom of the gates is 6 ft. below and the top 12 ft above tail water. When the lock chamber is filled, find the magnitude and line of action of the mutual pressure of the lower gates, supposing the surface of contact smooth and parallel to the centre line of the lock. Find also the pressure of the gates on the posts at the quoins

IV. Explain the action of Barker's Mill.

V. Make a sketch and describe the use of Nicholson's hydrometer.

VI. State the law of change in the volume of a gas under changes of temperature, the pressure remaining constant.

Explain what is called the "absolute zero of temperature."

Hot air at 100°C and at a pressure of 5 atmospheres is to be employed for seasoning wood in a closed chamber.

At what pressure should air at 32°C be first forced in the chamber before heating it?

Coeff. of expansion for air = ·003665.

VII. A diving bell of the form shown in the accompanying sketch is intended to reach a depth of 500 ft. in sea water (64·2 lb. per c. ft.). Surrounding the bell is a strong-box in which fresh compressed air, initially at 135 lb. per sq. inch, is carried. At A is a plug for gradually admitting fresh air into the bell as it descends. At B is a plug for admitting water into the strong-box. It is intended that in the lowest position, water shall fill the strong-box, but shall not rise in the bell higher than A.

1. Find the width AC of the strong-box.
2. What depth in the sea must be reached by the bell, before the plug A can be removed altogether, without allowing any air to escape away from the bell.
3. Show that when the plug A can be removed altogether, the plug B can also be removed altogether.

Assume atmospheric pressure = 15 lb. to the sq. inch.

VIII. Explain action of the Siphon.

L.T. DEGREE EXAMINATION, 1892.

MONDAY, 7TH MARCH, 10 A.M. TO 1 P.M.

PRINCIPLES OF EDUCATION.

I. How would you show that education regarded as an art must depend mainly on principles furnished by Psychology?

Can you point to any accepted reforms in modern education which may be traced to a recognition of this dependence?

II. State the predominant physical, emotional, and intellectual characteristics of infancy and early childhood, and show what kind of education is best fitted for that period.

Is the proper function of the educator at this period of child-life adequately described as a kind of 'child-gardening'?

III. "The genesis of knowledge in the individual," says Herbert Spencer, "must follow the same course as the genesis of knowledge in the race."

Support or controvert this position.

IV. State the so-called Laws of Association, and show whether they exhaust the powers of the intellect.

Explain clearly the co-operation of the will in mental reproduction.

How do you explain the fact that the Art of Mnemonics is not so much valued now as it was in ancient times?

V. The question is discussed by some Psychologists whether the retentive power of each individual is a definite quantity. What considerations can you adduce as pointing to the existence of such limits?

Supposing that each individual mind has its limit, what duty does it impose on the educator?

VI. State the means and methods at the disposal of the teacher for moulding the moral character of his pupils.

Discuss the relative value of Reward and Punishment as aids to moral discipline.

What are the advantages and defects of the 'discipline of consequences' as applied to moral training?

VII. It is remarked that the moment any man ceases to be a systematic student he ceases to be an effective teacher.

Explain how the disability arises.

MONDAY, 7TH MARCH, 2 TO 5 P.M.

PRINCIPLES OF EDUCATION.

I. Define Conception, Memory, and Imagination. Give, with reasons, your opinion as to the order in which they first appear in the mental life of the individual.

How are concepts formed and what is their function in knowledge?

II. Discuss any theory or theories of Pleasure and Pain with which you are acquainted. What pedagogical applications may be made of any of the current theories?

How is the law of motives to the will related to the theory of Pleasure and Pain?

How is attention affected by Pleasure and Pain (1) present (2) prospective?

III. Distinguish between emotions and other psychological states.

What provision is there in the human constitution for giving expression to the emotions?

What are the general laws regulating the relation between a given amount and kind of emotion and a given quantity and quality of expression?

Exemplify the difficulties encountered in applying these general laws to the interpretation and estimate of emotions as exhibited in daily life or in the school.

IV. "The emotions," says Miss Frances Power Cobbe, "may either be produced by their natural stimuli, or conveyed by contagion from other minds; but * * * they can neither be *commanded* nor *taught*."

Explain how it is that the emotions can neither be commanded nor taught.

Of the natural stimuli of emotion, mention the chief of those that are at the disposal or under the control of the schoolmaster.

Exemplify the contagious influence of emotion as emanating (1) from the teacher, (2) from the pupil's fellows.

V. Define the term "imitation" as used in psychology. Is there any reason, and if so, what reason, to regard it as in any sense an instinctive or original power? Describe its earlier manifestations and trace the steps by which it comes to be exercised consciously and deliberately.

To what extent is imitation determined by the physical and the emotional temperament of the child?

Describe the part which imitation plays in school education and the limits within which it may be utilized without harm to the pupil.

VI. The teacher is exhorted to endeavour to rouse and sustain the interest of the pupil. What is meant by "interest"? Analyse it into its psychological elements.

Show how "interest" changes its character with years. What modifications do these changes suggest in the motive powers to which the teacher should appeal at different periods of school life?

VII. In determining a school curriculum some are guided by the consideration "what it is important for grown-up people to know," others take as their guiding principle "what young people are able to learn."

Discuss these two principles with a view to show whether they lead to similar conclusions or not. If they do not, state which of them should be followed, either exclusively or mainly.

TUESDAY, 8TH MARCH, 10 A.M. TO 1 P.M.

HISTORY OF EDUCATION.

(General Paper.)

I. Estimate the value of the work done by Milton, Rousseau, Ascham, and Comenius in the field of educational literature.

II. Name the chief works on education published during the last half century. From your list select any two, and give a brief account of the contents of each of them, indicating at the same time their special value to teachers.

III. Trace the origin and the development of the Universities of Paris, Oxford, Edinburgh and London. On which of these is the Madras University modelled?

IV. Give the substance of Sir Charles Wood's famous despatch of 1854, and show the influence it has had on the progress of education in independent Native States as well as in British India.

V. Write full notes on the educational work of (1) Basedow, (2) the Port Royalists, (3) Bell, (4) Macaulay.

VI. What were the special excellences and defects of the Jesuit system of education? How for has the system been modified so as to march with the times?

VII. Compare and contrast the school systems of England, Germany and America.

VIII. Give an account of Richard Mulcaster, noting particularly the modern reforms, the first suggestion of which came from him.

TUESDAY, 8TH MARCH, 2 TO 5 P.M.

HISTORY OF EDUCATION.

Plato's Theories of Education as set forth in "The Republic."

[*Candidates are recommended* (1) *not to attempt all the questions, if they can occupy the allotted time in answering four or five of them with fulness and accuracy;* (2) *to pay great attention to style.*]

I. Briefly describe the scope and method of the Republic, noting especially the connexion in which Plato's theories on education are introduced.

II. Who besides Socrates are the principal interlocutors in the Republic? Sketch the characters of any two of them, illustrating your answer by reference to the parts which they take in the conversation.

III. How far do the "music" and "gymnastic" of the Greeks correspond to the "accomplishments" (*e.g.*, piano-playing and drawing), and "athletics" of the moderns?

How does Plato show that both music and gymnastic are for the training of the soul?

IV. Explain Plato's division of styles in poetry into simple, mixed, and pantomimic, and say on what grounds he allows educational value to the first only.

V. Give the substance and interpretation of Plato's parable of the men chained in an underground den or cave, and show what general principles as to the education of the rulers in the ideal state are deduced from it.

VI. What are Plato's opinions as to the educational value of arithmetic and geometry?

In what he says about these and other sciences do you trace any prevision of the methods or results of modern research?

VII. What evil does Plato foresee from the introduction of dialectic into the course of study prescribed for his rulers, and how does he propose to meet it?

WEDNESDAY, 9TH MARCH, 11 A.M. TO 1 P.M.

METHODS OF TEACHING AND SCHOOL MANAGEMENT.

I. From the point of view of school hygiene, what are the principal matters to be attended to

(1) in the selection of a site for a school house,

(2) in the ventilation and lighting of a school house,

(3) in the height and shape of seats and desks for the pupils?

Why is so much importance attached to seats being provided with backs?

One sometimes meets with the remark that the want of a latrine for such and such a school is not felt, the school house being surrounded by ample open space. What reply would you make to such a remark?

II. Distinguish between gymnastics and games from the points of view (1) of hygiene and (2) of recreation.

In a school where provision is made for both gymnastics and out-door games, would you allow a pupil to substitute the latter for the former?

Would you allow a pupil to absent himself from gymnastic instruction, provided that he devoted the time to some branch of Natural Science, such as field Botany or Geology?

III. What registers do you consider to be absolutely essential for the proper working of a high school? Point out in a general way what purpose or purposes each of those registers is intended to serve, and the information which each should exhibit.

State the reasons for and against keeping a register of punishments.

IV. Mention the considerations that should guide a headmaster in determining

1. the number of pupils that can be most advantageously taught in a class,

2. the length of a lesson,

3. the most suitable time in the school day for the different subjects,

4. the number and the length of the intervals that should be allowed for recreation during school hours.

V. An alleged criterion for judging of the quality of teaching is the amount of pleasure experienced by the pupils in learning.

May this criterion be accepted with or without qualification? If it can be accepted only with qualifications, what would you regard as the more important of such qualifications?

VI. Discuss the respective advantages and disadvantages of

1. entrusting all the subjects taught in a class to one teacher making him responsible for the whole work of the class,

2. allotting to one teacher a particular subject which he is required to teach to several classes.

Supposing that you are appointed headmaster of a school with complete primary and secondary departments, and that you have to arrange the work of your Assistants, which of the above two systems would you adopt? If you would prefer some modification or combination of them, how would you determine the matter?

VII. In the three forms of a high school preparing pupils for the Matriculation Examination of the University of Madras, how would you apportion the time among the different subjects?

WEDNESDAY, 9TH MARCH, 2 TO 4 P.M.

METHODS OF TEACHING AND SCHOOL MANAGEMENT.

I. 1. For what purposes may questions be used in oral teaching?

2. State the chief characteristics of, and give examples of, good and faulty questions.

3. How should a teacher deal with answers that are partly wrong and partly right?

4. What are the chief objections to teaching a subject by means of a catechism?

II. 1. How should the method of teaching English Grammar to Hindu boys differ from that in which it should be taught to English boys?

2 Give full notes of a lesson on the syntactical agreement of words.

3. How may the ordinary lessons of a school be made important in teaching composition? Examine the value of paraphrasing as a means of teaching composition.

III. 1. What is meant by an object lesson? What should be the teacher's special aim in giving an object lesson?

2. Write notes of a lesson on one of the following subjects :—

1. 'The cocoanut palm.' 2. 'The horse.' 3. 'The plough,' stating (*a*) to which class it is intended to be given, (*b*) the specimens, models, pictures, or other modes of illustration you would use.

IV. 1. What objects should the teacher have in view in teaching arithmetic ?

2. Write full notes of :—

(*a*) An introductory lesson on percentages,

(*b*) A lesson on the reduction of fractions to a common denominator,

(*c*) A lesson on the extraction of the square root.

V. 1. State generally the advantages and disadvantages of oral teaching and of teaching from text-books. How may the two modes of teaching be with advantage combined ? Illustrate your answer with special reference to the teaching of geography.

2. How would you teach to young children (*a*) the nature of a map, (*b*) how to ascertain the directions North, East, South and West ?

3. In what order would you teach the physical features of a country, and why ?

VI. 1. Some teachers maintain that we ought to begin our historical teaching with the present and work backwards. Discuss this view.

2. To what extent is it advisable to introduce lessons on biography into a course of history designed for the highest class of a High School ? Exemplify your answer by reference to the Anglo-Saxon period of English History.

VII. 1. What are the advantages to be derived from the teaching of physical science ?

2. Give notes of a lesson on one of the following subjects :—

(*a*) The composition of the atmosphere.

(*b*) The circulation of the blood.

GOVERNMENT OF INDIA SCHOLARSHIP EXAMINATION, 1892.

ENGLISH LANGUAGE AND LITERATURE.

TIME : THREE HOURS.

I. What arguments have been advanced against the replacement of the present alphabet by one constructed on phonetic principles, and how would you reply to them ?

II. 1. Describe and illustrate the phonetic changes comprehended under the term assimilation.

2. Describe the influence of analogy on grammatical forms and the spelling of words.

III. "The Norman Conquest opened the way for the introduction of French words into English, but this introduction was at first very sparing, so that the number of them extant in English writings before the year 1300 is by no means large. After that date, the influx of them was immense, especially during the fourteenth century." (1) What explanations have you to offer of the above facts? (2) What writings would you refer to in illustration of the above extract? (3) Classify and illustrate the effects of the influence of French on the vocabulary of the English Language.

IV. What distinguishing marks separate the English of the 'modern' period from Chaucer's?

V. 1. Write short philological notes on the italicised portions of *am*, lov*es*, tw*elve*, h*im*,

2. What is the "fossil history" in the following words:—*saturnine, thraldom, expense, sherry?*

3. What general tendencies in the growth of language are illustrated by the history of *breakfast, witch?*

VI. 1. Modernise

"At length hauing talked with them a long time, he got him into his priuie chamber, onelie with two of his chamberlains, who hauing brought him to bed, came foorth againe, and then fell to banketting with Donwald and his wife, who had prepared diuerse delicate dishes and sundrie sorts of drinks for their reare supper or collation, whereat they sate vp so long, till they had charged their stomacks with such full gorges, that their heads were no sooner got to the pillow but asleepe they were so fast, that a man might have remooued the chamber ouer them, sooner than to have awaked them"

2. Give in simple language the meaning of the following:—

But man, proud man
Drest in a little brief authority
Most ignorant of what he's most assur'd,—
His glassy essence,—like an angry ape,
Plays such fantastic tricks before high Heaven
As make the angels weep

VII. What are Chaucer's claims to be regarded as the father of English Literature?

VIII. Trace the development of the drama to the appearance of the first English comedy, and name the chief dramatists contemporary with Shakespeare.

IX. Compare, as to their tone and spirit, Milton's earlier with his later poems.

X. Contrast Pope and Wordsworth as poets.

XI. 1. In what works do the following characters appear? Give the name of the author of each work, and, in a few words, the leading feature of each character: Tito Melema, Shylock, Mrs. Malaprop, Mr. Squeers, Tony Lumpkin, Caleb Balderstone?

2. Which of Scott's novels deal with the following periods or

events:—the Porteous Riots, the time of Oliver Cromwell, the Crusades, the time of James I.; which of Thackeray's, with the time of Marlborough, the Waterloo Campaign; which of Charles Kingsley's, with the time of Queen Elizabeth, the Chartist movement?

XII. 1. Describe the metrical features of *rime royal* and *blank verse*. When and by whom were these forms of metre introduced into English Literature?

2. What is a *masque?*

3. Mark the stresses, feet and pauses in the following extracts:—

(*a*) Yet I doubt not through the ages one increasing purpose runs,
And the thoughts of men are widen'd with the process of the suns.

(*b*) I saw from the beach when the morning was shining
A bark o'er the waters move gloriously on.

(*c*) And this our life exempt from public haunt
Finds tongues in trees, and books in the running brooks,
Sermons in stones, and good in everything.

ESSAY.

TIME: THREE HOURS.

Write an essay on *one* of the following subjects:

I. National character as reflected in national pastimes.

II. Old world records.

III. Compare or contrast any two of Shakespeare's leading characters taken from different plays.

PHYSICS—FIRST PAPER.

Introductory, Sound, and Heat.

TIME: THREE HOURS.

I. Describe a method for determining g accurately. How can determinations of g be used for estimating the mean density of the earth?

II. Describe the construction and action of a force-pump. A quantity of water has to be pumped up to fill a cistern 4 ft. × 6 ft. in area and 8 feet deep, and the level of the water in the well is 60 feet below the bottom of the cistern. Neglecting friction, find how much work will have to be done to raise the water, and indicate how the result would be modified were friction taken into account.

III. Investigate the relation between curvature and stress in a thin elastic film, and hence deduce the general shape assumed by a soap bubble attached to two parallel circular wires gently pulled apart.

IV. Enumerate the principal available stores of energy, and show that we owe most of them to the sun.

V. Describe a method of determining the velocity of sound in air and show how, from the velocity thus obtained, the velocity in other media can be determined by laboratory experiments.

VI. What is the natural musical scale? What advantages does it possess over the scale of equal temperament, and in what respects is the latter preferable?

VII. Describe a method of measuring the absolute coefficient of dilatation of a liquid directly.

VIII. A pendulum is composed of rods of brass and steel, as in the gridiron pendulum, and beats seconds at a temperature of 10°C. The effective length of the steel rods is 12 feet and of the brass rods 8 feet. If the co-efficients of expansion for brass and steel are 0·000018782 and 0·000012204 respectively, how many seconds will the clock gain or lose in a day when the temperature is 30°C?

IX. How is dew formed? How can the temperature at which precipitation begins be determined (1) by direct, (2) by indirect measures?

X. What is the theory of exchanges? Apply it to the explanation of the following experimental facts:—

1. Glasses of all colours appear exactly alike in a white-hot chamber, but when taken out quickly into a dark room each appears of a colour complimentary to its colour when cold.

2. The radiation from a hot plate of rock-salt is entirely radiation of great wave-length.

PHYSICS—SECOND PAPER.

Light, Electricity, and Magnetism.

TIME: THREE HOURS.

I. Find the geometrical focus of a small pencil after direct refraction at a plane surface.

A microscope is focussed on a mark on a metal plate, and its position is observed to be 6·1 on a scale on a tube carrying it. A plate of glass is now introduced in front of the metal plate, and the microscope focussed on the mark again, the reading now being 5·67. Lastly the microscope is focussed on a speck of dust on the other face of the plate, and the reading is 4·81. Find from these observations the index of refraction of the plate

II. Describe the spectra of light from:

(1) an incandescent solid, (2) a sodium flame, (3) an incandescent solid after passing through vapour of sodium at a comparatively low temperature, (4) the sun.

Why is the solar spectrum different at different altitudes of the sun above the horizon?

III. What is meant by the "irrationality of dispersion"? How does it affect the achromatism of achromatic lenses?

IV. Under what conditions can (1) two beams of ordinary light. (2) two beams of polarized light, interfere?

What considerations lead us to infer that the ether vibrations which constitute light take place in a plane at right angles to the direction of propagation of light?

V. Define the C. G. S. unit quantity of electricity, and the term 'specific inductive capacity.'

Find the capacity of a spherical condenser, the radii of the inner and outer coatings of which are r_1 and r_2 respectively, the specific inductive capacity of the dielectric being K.

Describe Faraday's method of measuring the specific inductive capacity of dielectrics.

VI. Describe, and explain the principle of, Sir W. Thomson's attracted-disc electrometer.

VII. State Ohm's Law.

Two points, A and B, are joined by a number of conductors in multiple arc. If I be the total current between A and B, find what fraction of it flows through each of these conductors, their resistances being known.

Describe a method of comparing the E. M. F. of two cells.

VIII. What are the laws of production and distribution of heat in a circuit consisting of a battery, and several conductors of different metals, in series.

IX. Describe and explain what will happen when:—

(1) a plane coil of wire placed in a uniform magnetic field is moved about with its plane at right angles to the field:

(2) the coil is twisted about an axis perpendicular to the lines of force:

(3) a straight piece of wire moves at right angles to its length and the lines of force.

THEORETICAL CHEMISTRY.

TIME: THREE HOURS.

I. Explain clearly what is meant by:—

1. The Law of constant proportions.
2. The Law of multiple proportions.
3. The Law of equivalent proportions.

II. Explain very clearly how it is ascertained that the molecular formula of acetic acid is $C_2H_4O_2$.

III. What do you understand by the following terms:—

1. Empirical formula, 2. acid salt, 3. neutral salt, 4. basic salt, 5. valency of an element, 6. compound radical. Illustrate by examples.

IV. What are the molecular weight and volume of nitric oxide? How can it be prepared from nitric acid? Write the equations. How can you determine its composition?

V. What is hydroxyl and by whom was it discovered? How can you obtain a dilute solution of hydroxyl? Mention its properties as fully as you can.

VI. State in the form of equations, with any necessary explanations, the result in each of the following reactions:—

1. Heating potassic bromide with phosphoric acid.
2. Decomposing antimonious sulphide with hydrochloric acid and gentle heat.
3. Heating concentrated sulphuric acid with mercury.
4. The combustion of phosphoretted hydrogen in oxygen.
5. Passing phosphoretted hydrogen through a solution of silver nitrate.
6. The action of sulphurous acid on arsenic acid.

VII. Which are the most important of the several allotropic modifications of sulphur, and what is the behaviour of each of them with carbonic disulphide?

1. What changes are observed in sulphur when it is heated to its boiling point and allowed to cool gradually?
2. How is plastic sulphur obtained?
3. State in the form of equations:—

(*a*) The decomposition of sulphuretted hydrogen by ferric hydrate.

(*b*) The action of sulphuretted hydrogen on concentrated sulphuric acid.

(*c*) The action of sulphuretted hydrogen on baric hydrate.

VIII. How may magnesium be prepared, and what are its properties and uses?

1. What are the general properties and reactions of the compounds of magnesia?

IX. Which are the most important compounds of manganese with oxygen. Write their graphic formulæ.

1. How do you obtain permanganic acid and potassic permanganate? Write their constitutional formulæ.

State fully all you know about the latter.

MENTAL AND MORAL SCIENCE.

TIME: THREE HOURS.

I. What are your views as to the alleged importance of the study of the physiology of the nervous system as a preparation for and an auxiliary to psychological study? What do you consider to be the chief dangers (1) of a too exclusive devotion to the physical concomitants of mental states and (2) of ignoring these physical concomitants altogether?

II. What is meant by the principle of Association? Do its supporters claim for it that it is able to explain all the phenomena of mind? Assuming that such a claim is put forward, examine it.

III. Discuss Mr. Spencer's claim to have effected a reconciliation between intuitionalism and experientialism by his doctrine of heredity.

Is the certainty of a theoretical principle or the authority of a practical principle affected by considerations as to its origin?

IV. What is meant by representative perception? Give a brief historical sketch of the leading theories of representative perception. What in your opinion is it that is represented and what is the representative?

V. Psychology and Ethics are both concerned with mental phenomena. How then would you distinguish between an ethical question and a psychological one?

VI. Examine the objections that have been adduced from the point of view of formal Logic against that extension of the science which makes it include within its scope what is known as 'material' truth. Apply your conception of the province of Logic to decide the question as to the phenomena with which Logic deals.

VII. It is said that by the method of Universal Agreement are proved not only our earliest empirical generalisations, but also all our most general and fundamental truths (*e.g.* the law of gravity). If this is so, how do you account for the limited reliance placed on the former as compared with the latter? Can the law of causation be included among the truths established by the method of Universal Agreement?

VIII. Give a summary of the data upon which the libertarian and determinist theories respectively rest, and offer a critical estimate of the strongest points of each theory.

IX. It is admitted by all that virtuous action consists largely of action directed towards the good of others. Self-love is also generally recognised as a rational principle of action. How is the relation between the two principles conceived by different schools of moralists?

X. Briefly discuss the question whether the theory of evolution requires us to accept the Utilitarian explanation of the origin of moral distinctions.

HISTORY.

TIME: THREE HOURS.

N.B.—Eight questions only, two from each section, are to be attempted. The answers to each Section should be written in separate answer-books.

SECTION I.

I. 1. Compare the relations to the mother-state of a Greek, a Roman and an English colony.

2. Give the dates and results of the following battles:—Salamis, Chaeronea, Zama, Magnesia, Aquae Sextiae, Actium.

II. Write a brief account of the Ostrogothic Kingdom of Italy.

III. Compare the dominion and position in Europe of Charles the Great and Charles V., and explain Sir H. Maine's statement that Charles the Great 'in aiming at an unlimited dominion was emphatically taking the only course which the characteristic ideas of his age permitted him to follow.' (Ancient Law, c. IV.)

IV. What were the principal questions at issue between Church and State throughout Western Europe in the eleventh and twelfth centuries? How were they solved in England?

SECTION II.

I. Show in what respects the reign of Edward I. is of prime importance in English constitutional History.

II. What were the principal political, economic, and religious difficulties with which Queen Elizabeth had to cope? State briefly how she dealt with each.

III Give an account of the political parties in the reign of Anne, their principles and their fortunes.

IV. What were the principal measures which marked the administrations of Lords Grey and Melbourne?

SECTION III.

I. Explain the causes which led to the rise and decay of the Mogul Empire in India.

II. What other European nations competed with England for dominion in India and the New World? To what causes do you ascribe the triumph of England over her rivals?

III. Mr. Green speaking of the Seven Years' War says: 'It was not so much in the importance of its triumphs that the war stood and still remains without a rival. It is no exaggeration to say that three of its many victories determined for ages to come the destinies of the world.' Explain this statement.

IV. Draw a Map of India showing the extent of the British Dominion and the Native States in 1792.

SECTION IV.

I. Give Sir Henry Maine's definition of Equity as a factor in legal development, and compare the parts played by it in the history of Roman and English Law.

II. Trace the growth of the right of the English subject to freedom of religious opinion.

III. State and criticise Mr. Mill's fundamental propositions on Capital.'

IV. Point out the causes which regulate the prices of commodities.